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ABSTRACT

A project is described which was carried out among Unesco member nations from 1971 to 1974 to investigate multilateral arrangements for the review of high school textbooks in the fields of history, geography, and social studies. Objectives of the project were to provide publishers with feedback about the potential of their textbooks to promote international understanding and to stimulate textbook consultation between member states of Unesco. Seventy textbooks published in France, Federal Republic of Germany, India, Japan, Kenya, United Kingdom, and Venezuela were selected for the project in consultation with the National Commission for Unesco of the countries concerned. Textbooks were sent to a subject area specialist in each of the seven countries. Project members organized workshops to provide participants with background about general educational policy and practice in relation to the use of textbooks in each country. Reviewers were directed to note the amount of space given to different countries, topics, and themes, and to consider accuracy, adequacy, and sensitivity of treatment of events. Recommendations by project participants upon completion of the project included that Unesco continue to support and develop multilateral textbook studies and that Unesco publish brief exemplary history and geography presentations. A directory of project participants is presented in the appendix. (DB)

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The project for multilateral consultations on secondary school history, geography and social studies textbooks (1971–1974)

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Promoting International Understanding through School Textbooks

A case study

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NATIONAL INSTITUTE OF EDUCATION

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Foreword.

This study describes several bilateral and multilateral arrangements for the review of school textbooks undertaken in Europe in recent years, with particular attention given to a three-year project for multilateral consultations on secondary-school history, geography and social studies textbooks carried out during 1971–1974 by the International Textbook Institute in Brunswick, Federal Republic of Germany, under contract with Unesco.

The purpose of the three-year project was twofold: to provide publishers with authoritative appraisals of the contents of their books in order to help them ensure accuracy, objectivity and a balanced presentation from the point of view of promoting education for international understanding; and to stimulate textbook consultation activities between Member States of Unesco. Some seventy textbooks published in seven countries (France, Federal Republic of Germany, India, Japan, Kenya, United Kingdom and Venezuela) were selected for the project in consultation with the National Commissions for Unesco of the countries concerned, and sent, after the publishers' permission had been obtained, to the specialists chosen – one from each of the seven countries – with translations into English, French or Spanish of the appropriate sections, for reviewing the treatment given in those textbooks of the history, geography and culture of their respective countries.

In order to plan the project, a group of experts met in Brunswick in July 1971. The group met again in 1974 in order to evaluate the project and to recommend action to be taken at the national and international levels for the improvement of textbooks on the basis of the group's deliberations on the national reports from the seven countries concerned and an overall report presented to it.

This project marked a significant step forward in international textbook revision activities, given that it had (1) an operational character designed to make a practical impact; (2) an international character touching all major regions of the world; and (3) the involvement of specialists, textbook authors and publishers. At the same time, the project revealed a number of problems and difficulties underlying textbook review activities at the international level.

It is hoped that this study will be of interest and use to all those concerned with the improvement of school textbooks from the point of view of education for international understanding, peace and respect for human rights: classroom teachers, textbook authors, curriculum specialists and educational publishers. The Recommendation concerning Education for Internationial Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by Unesco's General Conference at its eighteenth session, gives due attention to this important aspect of international education (see Chapter 6).

Grateful acknowledgements are due to Mr. Philip K. Boden, the author of this study who served as co-ordinating reviewer, and to all those who collaborated in the project. A special tribute is paid to the memory of the late Dr. Georg Eckert who founded and directed the International Textbook Institute (now renamed the Georg-Eckert Institute for Textbook Research) over a quarter of a century until his death in January 1974 and who also served on a number of advisory committees of Unesco and of the Council of Cultural Co-operation in Europe, as well as being Chairman of the Commission for Unesco of the Federal Republic

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of Germany. The three-year project was in fact initiated, inspired and developed in its early stages by Dr. Eckert and his colleagues.

Although the final work is in every sense a co-operative effort, it should be clearly understood that any opinions or points of view expressed by the author with regard to the facts stated are his own and do not necessarily reflect the views of Unesco.

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Author's note

Wherever possible this publication has been compiled directly from Unesco reports on school textbook review activities prior to the 1971–74 Project, and from the papers and documents of the Project itself as written by participant members.

The variations in style of the presentation of different sections of the publication reflect this fact. By making available, as far as possible, original materials in this way it is hoped that the reader will be able to appreciate something of both the strengths and the difficulties of multilateral textbook study.

The recommendations resulting from the 1971–74 Project, reported in Chapter 5, reflect the collective views of the participants as to the ways in which Unesco and Member State National Commissions might care to sponsor further study in depth to promote international co-operation and peace through school textbook revision.

In accordance with normal Unesco practice, the textbooks studied in the Project are not identified by title, author or publisher in this book.

Philip Boden

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Chapter One

Background to the multilateral project.

Unesco's interest in the improvement of textbooks for the promotion of international understanding goes back to the early days of the Organization. As early as the autumn of 1946, the Preparatory Commission of Unesco produced a document entitled "*Looking at the World through Textbooks*" which dealt with the activities undertaken for the improvement of textbooks between the two World Wars and recommended a course of action for Unesco in the future.

The first session of the General Conference of Unesco adopted, on the basis of this document, a nine-point recommendation on the improvement of textbooks and teaching materials for international understanding.

Unesco's first efforts were directed towards reviewing previous experience in this field and drawing up practical suggestions for Member States to follow in the examination of their own textbooks. In 1949 Unesco published '*A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding*'.

The Handbook, which was issued in English, French, German and Spanish, described the historical background and the objectives for the improvement of textbooks, and included recommendations for future action. Subsequently Unesco organized the International Seminar on the Improvement of Textbooks, particularly History Textbooks, at Brussels in 1950. An outcome of this seminar was the publication in 1953 of '*History Textbooks and International Understanding*', written by Professor J. A. Lauwerys.

In 1952 the Secretariat conducted a world-wide survey of syllabuses of social studies, and in the following year issued *History, Geography and Social Studies: a summary of school programmes in fifty-three countries*, providing a useful background to help set the use of textbooks in context. Unesco also published a document entitled '*Bilateral consultations for the improvement of history textbooks*' describing the work carried out since the end of the Second World War by bilateral committees or bodies whose task was to translate recommendations, after a critical study of textbooks, for improving them with a view to the better understanding of the countries concerned. It described twenty-eight different sets of bilateral committees which had been or were shortly to be established. Nineteen were established on the initiative of teachers' associations, four on the initiative of Unesco National Commissions, three on the initiative of governments in accordance with cultural agreements and two by committees of academic historians.

Early attempts at textbook revision and consultation.

Attempts at mutual revision prior to 1945

It is hardly necessary to recapitulate the reasons for which it has been found desirable, in the interest of better international understanding, to make a systematic effort to improve textbooks. After the First World War, when the ideal of peace was coming strongly to the fore, all those who regarded the expression of aggressive nationalism as a danger to international understanding perceived the need for a revision of textbooks. Many attempts to bring about this revision were therefore made, by bodies affiliated to the League of Nations and by various non-governmental organizations, including the international trade unions,

whose work was based on pacifist principles. The outstanding characteristic of these experiments – which took widely varied forms – was that, as most of them were inspired by the pacifist tendency to which we have already alluded, they represented an ideological exercise rather than the reasoned reaction of specialists. In some instances they were not even conducted by experts. They frequently followed the lines of a general stock-taking, in which the teachers or institutions of the country concerned submitted their own textbooks for criticism. Bilateral action for the revision of textbooks was not at first envisaged as a matter of course: the work of the Norden Associations, described by Haakon Vigander in a study published by Unesco, which culminated in the establishment of a system of "mutual revision" – i. e. of bilateral groups amalgamated into a multilateral association – took, in its initial stages, the form of national surveys. In 1925, the Casares Resolution gave approval to a system, recommending that contact be established between the National Committees of the Committee on Intellectual Co-operation, for the purpose of enabling each country to study the changes in its textbooks that were suggested by other countries. In 1933, the first international treaty to provide for periodical revision of the textbooks of two countries was concluded between Brazil and Argentina. By that time a satisfactory method had been evolved: the exchange of criticisms of the textbooks of two countries was adopted as standard procedure by experts and was at the same time accepted by the international institutions; a draft model international agreement for the revision of textbooks was prepared in 1935 by the International Institute of Intellectual Cooperation, together with a declaration which was approved during the next two years by a number of governments. By the end of 1938, 22 nations had accepted it. Collaboration among the national Sub-Committees of the Norden Associations led to the systematic revision of textbooks in four countries. In 1935, French and German historians reached agreement – with certain reservations – upon forty points whose handling in textbooks had given rise to dispute.

In 1939 the Second World War put an end, at least temporarily, to attempts at international cooperation, and even brought them into unjustified discredit. It would be unfair, however, to hold that on the eve of the conflict such endeavours had been to no avail. The task was one which required time, and time had been too short for it. But important steps had been taken: preliminary surveys had been followed up by the introduction of improvements, and surveys on the national level had been succeeded by the bilateral exchange of observations. Moreover, this procedure had already been extended to larger groups, such as the group of Scandinavian States, the Baltic States and the countries represented at the Inter-American Conference for the Maintenance of Peace (Buenos Aires, 1936). All these were groups of neighbouring States, traditionally united by close bonds and often very similar in cultures.

The 1939–1945 war, which naturally caused the suspension of this work in Europe, nevertheless served, in some cases, to enhance awareness of this community of interests and cultures. During 1940–41, the Historical Association of England and Wales, taking advantage of the presence in London of a number of foreign educationalists, arranged meetings between these and its International Committee. The outcome of these discussions was a scheme for international co-operation approved by the Council of the Association. In June 1944, a Canada-United States Committee was formed to promote closer relations between the two countries. It embarked upon a joint study of their textbooks culminating, in 1947, in the publication of a report with a series of recommendations. At about the same time Europe resumed its experiments in mutual revision, in a setting whose aspect had been radically altered by the recent conflict.

Bilateral consultations since the Second World War

The efforts made after the Second World War to improve textbooks by bilateral action originated, to some extent, in the same way as those made after the first war; but certain

new factors were now present. In the first place there had been a change in the psychological atmosphere: there was still a strong awareness of the need for closer international relations, but the nature of that awareness had altered. The new approach involved making contact between individuals rather than between national bodies. This approach was both more cautious and more direct. There can be no doubt that the war, by cutting off a number of countries from the outside world, had increased their desire to resume international co-operation by organizing meetings and exchanges. This desire was perhaps most pronounced in occupied Germany which was more in need than any other occupied country of revised textbooks, especially history textbooks. In the vast majority of cases, the need was not merely for revision but for the sweeping-away of the existing textbooks and their replacement by others. This task was therefore undertaken by teachers imbued with a genuine desire for improvement and who perceived the need for exchanges and for integration in the international community. These teachers began to prepare new textbooks by themselves; but they soon felt impelled to discuss their undertaking, and the problems to which it gave rise, with their colleagues in other countries. The Cultural Relations Departments of the French, British and American High Commissioners' Offices encouraged such meetings.

But the most striking feature of the post-war period was the establishment, in 1946, of Unesco as a Specialized Agency of the United Nations with its own mission, that of helping to maintain peace through education, science and culture. It was natural that the improvement of textbooks should be included in its programme from the outset. The programme adopted by the Unesco General Conference at its first session, in 1946, stated that:

> "Unesco should encourage Member States to make bilateral and regional agreements concerning textbooks"

and that:

> "Unesco should encourage bilateral and regional enterprises... whether under governmental or non-governmental auspices".

One of the outstanding characteristics of the new Organization which distinguished its policy from that of the International Institute of Intellectual Co-operation, was that it devoted considerable attention to the exchange of persons and to the establishment of contact between teachers in different countries for the purpose of considering educational problems of general interest. In addition to the activity of the Unesco National Commissions in the Member States, seminars were introduced in order to encourage collaboration among teachers from all countries. The first of these was held in 1947; and in July 1950, in Brussels, a Seminar on the Improvement of Textbooks, particularly History Textbooks, provided an opportunity for international consideration of the problem.

This seminar marked a turning-point in consultations aimed at the improvement of textbooks – not so much owing to the conclusions reached as because it brought the participants into touch with one another and gave great impetus to the idea of mutual consideration of textbooks. One of the working documents at this seminar, *Mutual Revision of History Textbooks in the Nordic Countries* by H. Vigander, to which reference has already been made, did much to spread among the participants a knowledge of the procedure of consultations and exchanges which had been adopted by the Norden Associations.

The first post-war attempts at revision of textbooks were, it is true, made previous to the Brussels Seminar; but reference to dates will easily establish the fact that the practice of bilateral consultations and exchanges became more widespread after that event. A similar stimulus was provided by the Sèvres Seminar on the Teaching of History as a Means of Developing International Understanding (July–August 1951), at which it was decided to establish an International Federation of History Teachers. Over the years bilateral meetings have become ever more frequent, and the majority of the groups of teachers which have been formed

in the various Member States for this purpose have done their best to establish contact, at the preliminary stage, with the greatest possible number of countries.

Investigation of the origin of these meetings shows that they began in a variety of ways. In some cases a group of teachers spontaneously decided to get into touch with a group of colleagues in another country. These included leading members of associations of specialized teachers. In other cases, teachers met through their professional unions. In yet others, consultations took place between the representatives of various educational institutions. In one instance the first step was taken at the request of a Ministry of Education, which entrusted the task to an educationist. In certain cases it was Unesco National Commissions which established mutual contact. Other methods combined one or another of these features.

Governments, though they have given little financial assistance, have in most cases been wholehearted in their encouragement of such efforts, and have followed with interest the activities to which they have given rise. So it is perhaps not too much to claim that, even where such activities were of a purely private nature, they were attentively observed at every stage by the competent educational authorities, and may in some cases have received official backing. Moreover, even where the public authorities took no direct hand in the matter, it should not be forgotten that Unesco's seminars, whose influence on the promoters of bilateral consultations has already been noted, represented an inter-governmental form of action, participants being nominated by their respective governments.

Unesco's textbook review activities

The launching of Unesco's Associated Schools Project in Education for International Understanding in 1953, and of Unesco's Major Project for Mutual Appreciation of Eastern and Western Cultural Values (1957–1964), gave further impetus to the Organization's work in the matter of textbook revision, and began Unesco's direct involvement in organizing the detailed study of textbooks multilaterally. Under the East-West Major Project, a series of meetings of experts was organized to consider the improvement of textbooks (Paris, 1956; Tokyo, 1958; Wellington, New Zealand, 1960; Goslar, Federal Republic of Germany, 1962). Also under the Major Project, the Secretariat conducted an experimental project for the international exchange and review of secondary school geography textbooks in which 39 textbooks widely used in 15 countries in Asia, Europe and Latin America were reviewed by specialists. A summary of the work of the Major Project can be found in *Orient-Occident* Vol. VIII Nos 2 and 3, 1965.

During 1967–1969, Unesco carried out a pilot project for the critical review of history textbooks. Six secondary school world history textbooks published in Canada, France and the United Kingdom were examined by specialists in India, Italy and the United States of America (Unesco document ED/WS/177, 2. April 1970). A brief summary of the work of this project can be found in *'Internationales Jahrbuch für Geschichts- und Geographie-Unterricht' Band XIII – Braunschweig 1970/71.*

It is in the context of the work summarized above in words taken from Unesco papers that the multilateral project described in detail in this book is set.

Chapter Two

The aims and organization of the project.

Aims.

The 1971–1974 Project for multilateral consultations on secondary school history, geography and social studies textbooks, which was carried out by the Georg-Eckert-Institute for International Textbook Research under contract with Unesco set out to constitute a significant step forward in Unesco's programme for the improvement of textbooks across national boundaries.

It was intended to provide authors and publishers with critical examinations of the content of their books in order to bring about improved accuracy, objectivity and balance of treatment of topics, so that education for international understanding could be enhanced.

Further, by bringing together participants from all the major regions of the world, it aimed to see if it could establish an international mechanism for textbook consultation which could serve as a possible model for future consultations between groups of countries.

Organization.

With these broad aims in mind an organizational meeting was called at the Institute in July 1971.

At this first meeting, participants attended from the Federal Republic of Germany, France, Japan, the United Kingdom and Venezuela. Specialists from India and Kenya joined in the work of the project once it got under way. All were involved in the project as individuals on the basis of their experience in the textbook field.

A number of organizational tasks was identified for the project: i. e., the necessity to prepare an overall schedule, the need to commission experts, one from each of the seven countries, to review the selected texts; the need to select textbooks widely used in the countries concerned, in consultation with appropriate national education authorities; the need to arrange for the translation of the relevant chapters or whole texts under review where necessary; the need to commission a co-ordinating reviewer to bring together the reviewers' work for overall consideration; the need to monitor progress by preparing an interim report by the end of 1972; the need to organize an evaluation meeting; the need to collect and despatch experts' reviews to publishers; and the need to submit a final report on the project to Unesco along with recommendation for future action by Unesco and its Member States.

In order to set the scene for the work, the participants first examined the general educational policy and practice in relation to the use of textbooks in each country. Descriptions presented revealed great variations from one country to another, and discussion took place on such questions as authorization, publication and selection of textbooks because these factors had some bearing on the number, type and variety of books which would be made available for review. For the purposes of the project a sample of texts most commonly in use was thought desirable for review purposes. It was also thought desirable for related syllabuses to be made available to the reviewers, along with a note on the educational system of each country, its policy in relation to the examination, acceptance and distribution of textbooks and a note on any relevant production problems.

Similarly it was thought desirable to spend time discussing the nature of the subjects with which the textbooks would deal, namely history, geography and social studies courses. More

time was spent discussing history and geography, with their conceptions of mankind in time and space, than on the less defined and younger discipline of social studies. This was a not unnatural emphasis because previous research had shown that international history had often illuminated the past only in those places and on those cultural ideas where its light had been allowed to shine, leaving some other areas and philosophies in the dark. Geography, in its account of the effect of the environment on the place of man in society, had sometimes been more concerned with complex technocracies and the raw materials which fed them rather than with all parts of the world. Both subjects enjoyed accepted and established academic traditions in schools everywhere, yet both, as earlier projects illustrate, could suffer from bias, misrepresentation, error and omission.

Social studies were recognized as of special relevance to the problems of contemporary society but because of the different forms in which the subject was taught and its wide scope, involving ingredients of both the humanities and the social sciences, social studies might be more readily assessed after books have been reviewed. For the immediate needs of the project, however, it was agreed that textbooks in social studies which contained elements of history, geography and international affairs would be included at the discretion of the participants. These books would be of special importance in schools where social studies had replaced the teaching of history and geography.

The scope of the project.

The project was obliged to face the severely practical limitations of time and finance. It was therefore agreed unanimously by the European participants that, having already examined each other's textbooks in earlier projects, it was not necessary to repeat the process. Instead, priority would be given to a mutual assessment of Indian, Japanese, Kenyan and Venezuelan textbooks in relation to the European group – in this case represented by the Federal Republic of Germany, France, and the United Kingdom. This would also help to keep the project to a manageable size.

Given the very complex and practical problems of achieving some regional overview of Asia, Africa and Latin America from the textbooks selected, it was agreed that the first task of reviewers lay in the evaluation of the textbooks to be studied in relation to the individual countries represented. Whatever regional assessment the specialists could achieve must be left, in the circumstances, to their own discretion.

The selection of textbooks.

It was agreed that the books examined would mainly relate to secondary education for the age group 12–18, but that participants could include, if they so wished, any appropriate primary textbooks within the approved total. It was necessary for financial reasons to limit the representative selection of books from each country to 10, and for the overall total not to exceed 70. For the purposes of definition, "textbooks" would be construed as meaning a related series on a particular subject or a 'collection' as used in schools in France.

Translation

It was impossible to avoid expenditure on translation but this would have to be reduced to the indispensable minimum. It might be assumed that textbooks from India, Kenya and the United Kingdom written in the English language could be read by all the participants. Chapters and excerpts about India and Kenya, however, which appeared in textbooks written in the French or Spanish languages would require translation into English for these two countries. Similarly, excerpts in French written about Venezuela would probably require to be translated into Spanish. Translations from the German into English or Spanish were necessary for India, Kenya and Venezuela. It was agreed that all selected chapters and excerpts written in the Japanese language would require translation into all the various lan-

guages of the other participants. It was, however, assumed that the European countries could organize internally their own translation requirements in English, French, German or Spanish.

Criteria for reviewers.

Reviewers were asked to prepare both quantitative and qualitative analyses of textbooks reviewed. Both were regarded as necessary.

Quantitative analysis was to be used to note the amount of space given to different countries, topics or themes in order to permit relative comparisons to be made. It was noted that quantitative approaches have limitations and that quantitative measures in themselves cannot lead to any valid conclusions about a textbook. But it was noted for the benefit of reviewers that significant differences in the allotment of space to various countries, epochs or topics may indicate deliberate policy decisions on the part of authors or publishers, and that the difference between, say, three chapters and one chapter may understandably have some psychological effects on pupil readers.

Qualitative analysis of textbook content was to be used to consider accuracy, adequacy and sensitivity. These terms were defined as follows:

> "*Accuracy*" means that incidents and events should be presented without distortion (whether deliberate or unintentional) and in perspective (historical and geographical).
> "*Adequacy*" means that the selection and treatment of topics should be based on a well-balanced sense of their relative importance in a setting embracing the whole world and the whole of human history.
> "*Sensitivity*" means the capacity for appreciating the best and most significant in the culture and history of other countries, whether such aspects have their origins within or without the area concerned.

The statement of criteria for reviewers continued:

> "The task of the experts responsible for examining the textbooks will be to pick out, in particular:
> - wrong facts, erroneous ideas, controversial interpretations;
> - tendentious presentation which may give an unfair and derogatory image of a people or a civilisation and hence embitter relations between different countries;
> - development of arguments unfitted, because of their length, to the importance of the subject being dealt with, whether, for example it has been studied at too great a length or touched upon too briefly; omissions.

So that the analyses made by the experts should not be too greatly influenced by their personal ideas, nationality or cultural heritage, it was noted as important that reviews be presented as scientifically and objectively as possible, taking into account the present state of historical or geographical knowledge."

Finally, the reviewers were asked to make sure that their analyses did not simply take the form of negative criticisms but assumed a constructive form also. The reviewers were asked to suggest modifications to texts and were invited to put forward their arguments, indicating their sources of information by giving precise references to works cited.

Operational guidelines

Reviewers were asked to select, purchase and despatch texts from their own country to the Institute in Brunswick, which would act as a clearing house for the exchange of textbooks.

They were asked to undertake a critical review, using the criteria outlined earlier, of the

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relevant sections or chapters of the ten books despatched to them from each of the other participants, in so far as the material related to their own country. Reviewers were asked to present their reviews in three parts:

a. an overall view of the textbooks from each country, comments and criticisms on individual textbooks – enumeration of actual findings – defects and merits, suitability of illustrations, statistical facts, etc.;
b. general view of all the textbooks from the other six countries – identification of major types of unsatisfactory and defective statements, omissions of basic and essential historical and geographical facts, investigation into causes of defective statements, misleading interpretations and opinions, etc.;
c. suggestions for revision, giving source information and indicating basic reference material available.

Chapter Three

Overview of the project's work

Introduction

In bringing together the reviews, the co-ordinating reviewer was in receipt of reviews written in four languages, of reviews which had put widely differing interpretations upon the criteria and guidelines for reviewers noted earlier, and of reviews which had ranged outside the terms of reference of the study so as to comment upon the geography of a country as written by the nationals of that country. A number of restraints were placed upon the co-ordinating reviewer as a result.

In particular the style of presentations placed some limitation on the degree to which the co-ordinating reviewer was able to correlate the views expressed under distinct headings and illustrate as widely as he would have wished to have done from all the reviews received. Reviews in the form of extensive rewritings of the original texts and which did not contain the original statements, given that all the texts were not available to the co-ordinating reviewer, proved especially difficult to incorporate.

Nevertheless it was hoped that the attempt to use the criteria for reviewers, noted at the first Brunswick meeting, as the sub-sections of this chapter would prove helpful and illuminating for the purposes of evaluation.

The co-ordinated review confined its remarks to comment on secondary school textbooks and to those on history and geography or the historical and geographical aspects of social studies. It is presented below in its original form.

Overview

In several instances reviewers made a particular point of emphasizing that the text was 'excellent' and that they were impressed by the technical quality of the production in terms of format, layout and printing. Other reviewers noted the particular merits of styles of presentation in terms of their appropriateness for effective pupil learning.

With regard to the precise terms of the study, reviewing the textbook in so far as they relate to the home country of the reviewers, this overview will set out illustrative comment under the broad headings suggested in the guidelines for reviewers.

They are: major types of unsatisfactory and defective statements, omissions of basic and essential historical and geographical facts, misleading interpretation and opinions, and possible causes of defective statements.

Major types of unsatisfactory and defective statements.

It is possible to identify four groups of statements which can be considered as unsatisfactory or defective. They are statements which are: (a) presentations of out-of-date fact; (b) presentations which contain errors as a result of simplification; (c) presentations which inadequately represent events, people or places; and (d) presentations which give undue emphasis to events, people or places.

(a) *Presentations of out-of-date fact.*

Presentation of out-of-date fact is really an inevitable feature of most geography texts though only occasionally a feature of history texts. The problems of availability of information in

usable form and the time lag always associated with production make out-of-date fact a commonplace. This being the case, it is not surprising that on many individual occasions reviewers have helpfully spelt out the latest available data. It should be noted however that reviewers appreciated fully the problems of the textbook writers and nowhere was there comment to the effect that writers had apparently, and perhaps deliberately, made use of data which were not the latest available at the time of writing. So there is no suggestion that data were used which were out of date in order to distort the facts or draw incorrect inferences from them. The time lag or change noted was often very considerable however.

The following items will serve to demonstrate that the reviewers identified out-of-date facts and offered updated information, both geographical and historical, subsequent to the first publication of the texts.

"Japan has only one-sixth of its total area under cultivation. Nearly a third of its population is engaged in agriculture' *Comment:* It is one sixteenth, not one-sixth of Japan that is arable... (the) agricultural labour force has declined greatly in recent years... and as of 1970, only 17.8% of the total working population was engaged in agriculture." *Japanese review of Indian text.*

'Replace 55% of the Japanese by three-quarters of the Japanese in the fifth line. 75% of the population were urban dwellers (October 1970).' *Japanese review of French text.*

"'There are about 95 million people in the country...' *Comment:* The population of Japan as of 1 October 1972 was 107.330.000." *Japanese review of United Kingdom text.*

(b) *Presentations which contain errors as a result of simplification*

Errors of this type were noted as being a feature of both history and geography texts. Most frequently, detailed comments enumerated errors in history texts. All the reviewers were conscious of the problems facing textbook writers in presenting complex ideas or complicated sequences of fact for pupils of particular age and ability groups and of the restraints sometimes placed upon them by publishers or by the demands of particular examinations or syllabus requirements laid down externally, sometimes by national governments.

Nevertheless, bearing all these points in mind the reviewers felt it was necessary to identify the limitations of some texts in particular respects. The following will serve to illustrate the type of problem the reviewers identified: –

"Many generalisations: statements as for example: –

'vigorous population(s) with a strong sense of national pride' are of limited value'." *United Kingdom review of Indian text.*

'Bismarck did not intend to humiliate France by arranging the accession of a Prussian prince to the Spanish throne. The whole problem is much more complicated.'

German (Federal Republic) review of Indian text.

(c) *Presentations which inadequately represent events, people or places.*

Historical and geographical texts suffer from inadequacies in these respects both in absolute and relative terms. There are, for example, adverse comments on single word or single sentence references which are inadequate in themselves as well as being inadequate in terms of the quantitative allocation of words or space in the text to other events, people or places. Comments illustrative of inadequate representation are set out below.

'The 19th century is dealt with too briefly: it *is* the century of the industrial revolution but it also saw considerable literary and artistic flowering about which there is nothing stated.' *French review of Venezuelan text.*

"The phrase 'and Vietnam continues to face difficulty' was something of an understatement when the book was written." *United Kingdom review of Japanese text.*

(d) *Presentations which give undue emphasis to events, people or places*

The difficulty here is the obverse of that commented upon in (c). The national reviewer of texts written about his own country by a foreign national always has the problem of trying to decide what is an adequate representation of facts and opinions about a country when viewed from a world perspective. The review of single texts forming only one resource and only part of a syllabus and an even smaller part of the total curriculum for pupils and students does not really allow the reviewer a fair insight into the total presentation in relation to a country. Reviewers' comments must be seen in this context.

Events, people and places which are mutually associated with two countries tend to be scrutinized most closely by author and reviewer alike and recent occurrences tend often to be given greater weight or space allocation than more distant ones in time. A mature judgement of inadequacy and undue emphasis is often impossible given the difficulty of ascertaining a world view.

Examples of reviewers' comment upon undue emphasis follow:

'1956 Suez Affair – surprisingly lengthy treatment of this topic but an accurate one'. *United Kingdom comment on Indian text.*

'The culture in the Indus valley was a highly urbanized one and not merely an "agricultural culture with several important cities".' *Indian review of German (Ferderal Republic) text.*

Under the heading of major types of unsatisfactory and defective statements, note should also be taken of incorrect use of terminology, presentations on maps which are defective and poor photographs.

(e) *Incorrect use of terminology.*

Errors in this category are sometimes related to problems of translation from one language into another; sometimes they are related to the use of terms which are too general or on the other hand too specific in the context in which they are used.

For example:

'Britain (U. K.) consists of Great Britain Island and Ireland'. *Comment:* The United Kingdom of Great Britain and Northern Ireland (Britain) consists of the island of Great Britain plus the northern part of Ireland. The British Isles includes the southern part of Ireland – the Republic of Eire which is not part of the United Kingdom or the British Commonwealth. *United Kingdom review of Japanese text.*

'Prominent among them is Mount Fujiyama' ... when writing in English it is advisable either to say Mt. Fuji, as is done in the next sentence..., or to call it Mt. Fujisan, the correct Japanese name. *Japanese review of Indian text.*

(f) *Defective maps.*

Comments refer to errors and to poor quality. For example:

On the political maps... the Netherlands, Belgium, Luxembourg, the Federal Republic of Germany and the German Democratic Republic are not severed, the territory of the G. D. R. is partly added to the territory of Poland and the European territory of Turkey has been added to the territory of Bulgaria. *German (Federal Republic) review of Venezuelan text.*

(g) *Poor photographs.*

Both relevance and reproduction are referred to by reviewers. Comments made include the following:

"'the pictures are completely useless'". *German (Federal Republic) review of Indian text.*

"'illustrations too often are of politicians – for example instead of the portraits of Richelieu and Mazarin would it not have been better to show pictures of Versailles or the Louvre'". *French review of Venezuelan text.*

Omissions of basic and essential historical and geographical fact.

It is useful under this heading to consider the absence of reasons for events or opinions on them, as well as simple absence of fact.

In some cases reviewers noted what they regarded as almost total absence of basic facts. Others noted partial absence, resulting in unbalanced presentations. The geography texts were noted as suffering from defects of this kind rather more than the history texts, though some history texts which claimed to consider a particular period of time were thought to lack essential facts.

Examples of comments include:

'It would seem inadequate to mention the classic nineteenth century industries of iron and steel, textiles, shipbuilding and coalmining almost alone'. *United Kingdom review of Japanese text.*

'... it is somewhat surprising that under all the other heads a big geographical region and a country with the second biggest population in the world should be ignored'. *Indian review of Japanese text.*

'I suggest that a reference be included to the Panama Congress (1826) headed by Simon Bolivar, at which the newly independent countries declared themselves to be against all possible European interference!' *Venezuelan review of German (Federal Republic) text.*

'It is to be regretted that in the history of the Second World War there is no reference to any Frenchman, not even to General de Gaulle'. *French review of Venezuelan text.*

'There is not a line on the German occupation of Europe and its terrible consequences, in particular on concentration camps or the extermination of Jewish people. Nor is there anything on resistance movements'. *French review of Indian text.*

Many other examples of reviewers' comments could be added but the co-ordinated review can be illustrative only.

With regard to the omission of reasons for facts or opinions, several reviewers express concern about the blandness of some statements. For example:

'The books offer a large quantity of facts, but rarely explain their causal connections. *German (Federal Republic) review of Venezuelan text.*

It should be noted that the style of presentation can result in the omission of basic and essential facts also. For example, history written in terms of the lives of personalities often sets aside little space for a consideration of social and economic matters. Some economic interpretations of history almost preclude political comment.

The omission of reasons for events and of opinions has been included, for without consideration of 'reasons', which are in effect statements of generalized fact as assessed by professional historians or geographers, and 'opinions' which indicate 'how' or 'why' an event took place or phenomena came to exist according to identified persons or groups of persons, there can be no means of knowing the basis of assessment as to what is regarded as being essential and basic fact.

Misleading interpretation and opinion

Problems of misleading interpretation and opinion arise under four headings: (a) inaccurate use of terms, (b) apparently emotive use of descriptive terms, (c) presentation of unsubstantiated comment in isolation and (d) presentation of opinion from only one of the parties to an event.

(a) *Inaccurate use of terms.*

Inaccurate use of both proper nouns (names) and of general vocabulary can be found. For example:

'The Masai are classified as Hamites but book 4 refers to them as Nilotes... It should be noted that today historians (especially East African historians) have dropped the term altogether. The people who were formerly known as Hamites have been re-classified. The Masai are now listed as one group of Nilotes'. *Kenyan review of German (Federal Republic) text.*

'"realised to late that they had become *slaves of the British*". The word slave is better reserved for more precise technical use as on page 101 – persons bought and sold'. *United Kingdom review of Indian text.*

(b) *Apparently emotive use of descriptive terms.*

Occasionally reviewers noted the use of emotive words, particularly adjectives, with very little evidence offered by the writer as to the appropriateness of the word in the context.

For example, it is not clear what interpretation should be placed upon some phrases:

'I find references to "*bloody* wars" and "*the deeds of valour of brave heroes*" unnecessary irrespective of the individuals or events involved'. *United Kingdom review of Indian text.*

'Otto did not have a "*massive* military machine" to conquer the Lombards.' *German (Federal Republic) review of Indian text.*

The phrases '*shameless* exploitation', '*frightful* illnesses of the blacks', '*proud* legends' and '*naked* exploitation' appear elsewhere in texts.

(c) *Presentation of unsubstantiated comment in isolation.*

Again some texts, though only a small minority, use gross generalizations without support and others use descriptive words indiscriminately. For example:

'The interpretation that after 1945 "Imperialism was no longer fashionable" as a reason for decolonization does not do justice to the enormous change of the international situation since that time'. *German (Federal Republic) review of Indian text.*

'Reference to the "docile Dark races" and the rest of the paragraph is a poor and unbalanced presentation of the facts'. *United Kingdom review of Indian text.*

The phrase 'treatment worse than animals' was noted in another review.

(d) *Presentation of opinion from only one of the parties to an event or from one historian alone.*

Several reviewers comment at length on the fact that interpretations of events and conditions are often one-sided or at least unbalanced in that they make use of apparently limited sources of evidence, where others exist. The practice of quoting directly from the opinions of historians who have differing views on events or from 'official' documents, where political and military conflict is being reported, is commended by several reviewers.

Examples of one-sided interpretations and illustrations of reviewers' comments are given below:

'"As we shall see later, this empire (Germany) was to be responsible for starting two world wars". It is amazing that even now, in spite of all scientific research, the sole responsibility for the outbreak of the first world war is attributed to Germany'. *German (Federal Republic) review of Kenyan text.*

'The author thinks capitalism alone to be the cause of imperialism. There are several theories of imperialism. That of Lenin is today largely antiquated'. *German (Federal Republic) review of Indian text.*

'The Bastille in 1789 was not the horrible prison denounced by Wells: There were at that time only 5 non-political prisoners there (and one of these was a currency forger). It is im-

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portant to introduce students to historical documentary evidence.' *French review of Venezuelan text.*

Causes of defective statements.

The causes of defective statements can be identified at various levels. At the lowest level there are simple misprints and errors resulting from lack of careful checking of proofs, particularly of maps, diagrams, and data tables.

Reviewers comment on errors of this kind several times, for example: –

'Mt. Kili-manjaro is said in Book 6 to be "almost 600 m". This is probably a typing error'. *Kenyan review of German (Federal Republic) text.*

'Map on p. 72: very rough, the colouring of the legend "menos de 200 mm" of precipitation and "de 200 or 600 mm" has been mixed up. *German (Federal Republic) review of Venezuelan text.*

Secondly, there are defective statements which are a product of unavailability of information at the time of writing in the place concerned. This is true both with regard to facts and opinions. Geography texts suffer most from the time lag in communication of facts; history texts suffer most from the unavailability of informed opinion written about the same events by authors from different countries. The reviewers generously spell out the latest detailed information available to them on several occasions – the Japanese reviews were particularly helpful in this respect. The French reviews made a point of advising on the latest historical texts available from which writers in other countries could gain an idea of the interpretation of events by contemporary French historians. The Indian reviewer rewrote extensive passages to illustrate the type of balanced opinion that would find greater favour than the view expressed in some of the texts.

Defective statements can also arise because of the covert or overt preconceptions of authors. It is not easy to attempt to identify motives from the written words of authors on the basis of one publication or extracts from a publication but there are cases where reviewers felt this did arise. Illustration has already been provided of this point earlier but perhaps a further quotation will help here.

'The passages in Book 4 on India have been written in a language which merely confirms the popular European notion of India as a "fantasy land". It is one thing to impress upon young minds the differences between Europe and India of any period of time; it is another to treat India as some kind of fairyland with strange, unworldly phenomena'. *Indian review of German (Federal Republic) text.*

Fourthly, defective statements can arise because the texts have been deliberately written in part to foster particular viewpoints. In making the point, reviewers were not necessarily commenting upon the desirability or otherwise of the particular view point or of its presentation in the text, but they were questioning the appropriateness of school texts for the presentation of points of view in the guise of fact or authoritative opinion giving only one side of a picture or prejuded issues.

To illustrate the point, some examples of comment are included below –

'The last sentence of pg. 160 whilst a desirable expression of belief might give the misleading impression that since 1947 the Indian sub-continent has been at peace'. *United Kingdom review of Indian text.*

'"By and by their (i. e. the Europeans') tasks are taken over by the Africans. The whites return to Europe". (This is the sort of thing I called 'colonialist' in the general comments. The author is implying that all the Europeans [including planters and merchants] came to East Africa to do a job of work and then go back. This may be so now, to a certain extent, but it certainly was not before independence)'. *Kenyan review of German (Federal Republic) text.*

This overview has tried to isolate and highlight in analytic terms the key critical issues identified by the reviewers. An attempt has been made to illustrate the nature of the reviewers' comments in order to support the framework used for the analysis. The co-ordinating reviewer appreciates that in many areas it is not possible to isolate particular types of error or difficulty and that often it is the whole tenor of books or chapters which is out of balance, though it might not be possible to isolate particular defects, errors, omissions or misleading ideas. In order to try to look at the broader criteria which were identified for use by the first Brunswick meeting, namely *Accuracy*, *Adequacy*, *Objectivity*, *Balance of treatment*, *Sensitivity of presentation* and *Style of presentation*, the co-ordinated review will now examine the reviews of sets of books by reviewers under these headings in order to try to give an overall picture of certain texts. It is hoped that this will be a useful study complementary to the systematic analysis used in the Overview. At the same time comment on the books as a whole from a particular country will be referred to where pertinent, though it should be noted that more often than not, general comments on all the texts grouped together were usually very brief.

It is not possible to carry out this exercise for all possible permutations. Discussion will therefore be confined to consideration of the sets of reviews by: –

Kenya on German (Federal Republic) texts.
Venezuela on French texts.
India on Japanese texts.
Japan on United Kingdom texts.
United Kingdom on Kenyan texts.
France on Indian texts.

Accuracy of texts

Though not all reviewers commented directly on accuracy in precise terms, there can be no doubt that the reviewers were overwhelmingly impressed by the accuracy of most texts. The largest single category of detailed comment on texts which was critical related to information which was out of date, especially in geography texts for obvious reasons recounted earlier.

The United Kingdom reviewer of Kenyan texts noted that 'these works... were impressive for the accuracy of fact and event recorded.' No general comment of an adverse nature on the accuracy of Indian texts was noted by the French reviewer though her comments on adequacy and balance of judgement noted later have, of course, implications regarding overall accuracy if not accuracy of specific statements.

Two points from the Kenyan review of German (Federal Republic) texts regarding accuracy are worth noting: (i) 'Assuming the text is geared and presented properly, the students who use these books should get a very clear idea of the countries and topics they are treating. Some parts of the translated texts, however, indicate that the text could be weak, especially where foreign countries are dealt with'. (ii) 'The books appear to treat East Africa and Eastern Africa as being one and the same. They do not seem to take into account that political East Africa consists of Kenya, Uganda and Tanzania only'.

The Venezuelan reviewer, commenting on two of the French texts, noted: (i) 'We have no particular recommendations on misleading statements or distorted facts. We recommend this textbook as a very good one'. (ii) 'There are no misleading assertions in the pages dealing with Venezuelan and Latin American history'.

The Indian reviewer of the Japanese texts quite often commented that passages were 'okay'. It is difficult however for the co-ordinating reviewer to identify fairly his overall impression; indeed, in the absence of the translated Japanese extracts on India to read alongside the reviewer's rewritten passage, comment is impossible.

The German (Federal Republic) reviewer of the Venezuelan texts ranged very widely and commented on areas outside the scope of the review. In comments on groups of books the following may be noted: 'Many facts could be taken from a good school atlas which can give them more clearly and more precisely than the many sketches and small maps which are often presented in the books. Many of these small maps are not very carefully worked out! Further, 'it is striking that almost all the maps in the 16 textbooks have no scales and that many large-scale maps have no graticule'.

The Japanese reviewer of United Kingdom texts made limited general comments. The phrase 'an excellent text' is frequently used followed by comment on the need to bring, especially geography books, up to date. 'A few points which might with advantage be amended in the event of a revision or reprint are detailed below' is a typical statement. Comment on history books is more adverse with reference to recent conditions, however.

Broad satisfaction with the accuracy of specific statements, if not always with their up-to-dateness, can be recorded.

Adequacy of texts

The coverage given to topics, events, people or nations is subject to varying degrees of criticism. More often than not, where concern is expressed it is about inadequacy, though there are some comments on overemphasis. Reviewers generally were satisfied, however.

The United Kingdom reviewer of the Kenyan books commented: 'The coverage given to topics, given the purpose of the books and the intended market is entirely satisfactory on the whole. Whilst the presentation of additional detail is always possible I would regard any significantly lengthy additions about either United Kingdom history or the history of the British government's involvement in East Africa as unnecessary.'

On the other hand, the French reviewer commenting on Indian texts stated: 'The history of other countries is dealt with only within the framework of universal history and therefore these other countries and particularly Europe are not dealt with in enough detail.'

'As regards the present day only the relations of other countries with India are dealt with fully...'.

The Kenyan reviewer of German (Federal Republic) texts commented: 'Another major weakness of the texts is the lack of a clear indication of the considerable progress made since independence in the countries dealt with.'

In commenting on French texts in specific cases, the Venezuelan reviewer noted in relation to one of them: 'We are in disagreement with the regional distribution of Latin American countries given by the textbook', though on another: 'The Latin American and regional division is well executed, and the contents forego tedious descriptions and go straight to process and main ideas'.

From the Indian reviewer's rewriting of some sections of texts from Japan, inadequacy can be inferred. On some texts he comments favourably though in one case he regards the absence of reference to India as constituting inadequacy.

The German (Federal Republic) reviewer of the Venezuelan texts (as indicated earlier in the book) comments on the inadequacy of texts in that they 'rarely explain causal connections'. 'Their educational value will depend on the explanatory remarks that the teacher can or cannot give. They do not impart essential knowledge of the world powers or the neighbouring states'. In another comment on secondary books he comments: 'The books scarcely mention that there are gross social differences and consequently social groups and classes'.

The Japanese reviewer of United Kingdom texts has an occasional comment on adequacy. For example, regarding one text 'it is felt that perhaps some indication of the considerable variations in farming patterns according to area might be added'.

22...

Objectivity of texts

The objectivity of Kenyan texts was regarded as worthy of particular favourable comment by the United Kingdom reviewer. Comments included: 'The treatment is fair'; 'coverage in relation to particular events and periods of history is sound and well judged'; 'written so as to incorporate a number of alternative views where matters are clearly open to a variety of interpretations'.

The French reviewer, in commenting on some of the Indian texts, was concerned about the limited interpretation put on some events as a result of the use of source materials written by historians regarded as having out-of-date views. It was also noted that 'it is regrettable that none of them rests upon historical documents so that no conception of historical evidence is given to the pupil'.

The Kenyan reviewer of the German (Federal Republic) texts was concerned about wide generalizations especially about the human side of African geography. 'Many of the statements and adjectives could be described as being of a colonial bias. As the terms of reference for these reviews caution against possible bias or prejudice on comments of this kind, I do not wish to over-stress it. But it would be wrong of me if I did not point this out'.

The Venezuelan reviewer of the French books remarks: 'South America is well examined and given broad treatment.'

The Japanese texts reviewed by India occasionally receive comment in a format which allows quotation regarding objectivity. For example in relation to one text, the statement 'their daily life is strongly controlled by religions...' is suggested as needing modification to 'a number of religions are practised in this region'.

The German (Federal Republic) reviewer of the Venezuelan texts comments: 'The endeavour after an unbiased and just presentation is obvious, though in a predominantly Catholic country... some comments are partial – this is not different in German presentations from a Catholic point of view as far as the Reformation and the Counter-Reformation are concerned.'

The United Kingdom texts were generally not commented upon adversely regarding objectivity, though specific instances of statements regarded as less than objective were pointed out.

Balance of treatment

Overall balance of treatment was rarely commented upon adversely. The United Kingdom reviewer of Kenyan books had no adverse comments. The French reviewer of Indian texts expressed concern at the imbalance in references to the rôle of France and Frenchmen in the World Wars (imbalances found in Indian texts written by British authors). Imbalance was not commented upon in relation to German (Federal Republic) books received in Kenya. Nor did the Venezuelan reviewer comment adversely on French texts in this respect or the Indian reviewer on Japanese texts. The Federal Republic of Germany/Venezuelan and Japanese/United Kingdom studies made no direct general comment either.

Sensitivity of presentation

Varying comments on sensitivity were noted by reviewers.

The United Kingdom reviewer commented: 'It is worth noting the valuable contribution the use of quotations of viewpoints on controversial issues makes to achieving a sensitive presentation' when considering the Kenyan texts. The French reviewer of Indian texts had several specific criticisms under this heading. For example: 'France did not exploit Africa more brutally than other powers in Africa yet only France is accused of "brutal exploitation of the populace everywhere in Africa". The Kenyan reviewer's comments on 'colonial bias'

in relation to the German (Federal Republic) text should be recalled here. Neither the Venezuelan/French nor the Indian/Japanese review contains direct comment on sensitivity, nor does the Japanese/United Kingdom review.

Style of presentation

Comment was made by reviewers on format, use of photographs, data tables, use of colour, quality of production and also pedagogical aspects. The United Kingdom reviewer of Kenyan texts commented that 'the variety of formats allows good use to be made of page size for adequate photographs, line-drawings, maps and tables in all cases though, of course, the quality varies. Perhaps in particular the use of photographs deserves commendation making the books attractive to handle'.

Indian books were noted by the French reviewer for their absence of exercises and topics for discussion in general and in one case for poor printing especially of maps. The Kenyan reviewer of German (Federal Republic) texts commented: 'The greatest strength of this set of five geography textbooks is the highly attractive format and the effective selection, spread and relevance of the illustrations, largely in colour.' The Venezuelan reviewer of French texts was similarly impressed – 'well printed with very expensive materials' – and also made favourable pedagogical comments particularly about the co-ordination and well-conceived methodological pattern of the books.

There were no comments from the Indian reviewer on Japanese texts but others commented upon their uniformity of style and format and were concerned about the size of maps and photographs. The German (Federal Republic) reviewer of Venezuelan texts commented at some length on individual books in pedagogical terms and was concerned about limitations which encouraged rote learning. The Japanese reviewer of United Kingdom books also made comments specific to individual texts which were generally favourable.

Reviewers' suggestions for revision

All reviewers made specific and often extensive suggestions for individual books under several of the headings suggested as criteria for review. Several made specific reference to source materials which authors could use in the future. There is little point in repeating detailed advice here but a summary of types of suggestions may be of value.

Facts. Advice simply related to access to the most up-to-date or recently-researched evidence. Data were provided on books recommended.

Simplification. A recommendation suggesting wider reading by the authors was made by one reviewer.

Imbalance. Two broad points were made. Reading of a wide range of authors was suggested for textbook writers, especially foreign authors. Secondly, the presentation of alternative points of view using quotations from protagonists was commended.

Misinterpretation. It was suggested that 'where not a product of lack of knowledge, exercises similar to the multilateral project would seem one of the ways in which errors might be brought to the attention of authors.' The suggestion was made that the gathering of data by Unesco from individual countries in uniform style under set headings might help school text authors.

Chapter Four

Examples of Specialists' reviews.

French review of one Venezuelan text.

This book is most probably intended for older pupils who are to be introduced to world history. The author has chosen to highlight the major events in the evolution of human societies, with the main emphasis on cultural achievements and the history of ideas. This is obviously the only choice possible in a one-year introduction to world history. The chronology is too succinct: students need to acquire a precise framework within which to situate the events of civilization. Perhaps, too, there are not enough documents, space being given instead to the works of out-of-date historians like Michelet or even Wells, who have a romantic conception of the French Revolution no longer held by contemporary historians – even when the latter still admire the French Revolution.

Example: In 1789 the Bastille was not the horrible prison denounced by Wells; it held only 5 prisoners who were of no political interest at all (one was a counterfeiter). It is important that students be introduced to actual historical documents.

Although there are many maps and illustrations, the latter too often depict political figures.

Example: Instead of portraits of Richelieu and Mazarin (Tema 21), would not pictures of Versailles or the Louvre have been of greater cultural value to the student?

Finally, the nineteenth century is neglected; it is the century of the Industrial Revolution but in Europe, it was also a period of outstanding achievement in literature (e. g. the Romantic Movement) and art (painting, music), of which no mention at all is made.

Detailed comments

Tema 8: Caesar's career is discussed but, given the book's cultural approach, should we not be told that his conquest of the Gauls inspired him to write one of the masterpieces of Latin literature, the "Commentaries on the Gallic War"? A passage from Caesar would be more appropriate at the end of the chapter *(page 161)* than a text by Michelet on the Italian genius and its expression in the sixteenth century! Michelet belongs to historical literature; he is no longer read as a historian in French schools.

Tema 11: The myths and anecdotes surrounding Clovis are given, but the main point that should have been made is that by adopting the Christianity of Rome (at a time when Barbarians often embraced Arianism), Clovis ensured the support of the Church for his dynasty. Expressed in the sacrament of the coronation, this support continued up to the end of the monarchy in 1789 and even into the nineteenth century. There is no indication of the relative dates of Clovis and Charlemagne.

Tema 12: The importance of the battle of Poitiers in calling a halt to Arab expansion is not brought out clearly enough.

Tema 14: The reign of Saint Louis represents the apogee of the French feudal monarchy which acquired, thanks to his love of justice, a reputation unequalled throughout Christian, and even Moslem, Europe at that time. If a portrait had to be included, one of him would have been better than the nineteenth century engraving of Joan of Arc, of whom no authentic portrait exists.

Paris became the capital of France only when Philippe Auguste (1180–1215) established his royal residence there, i. e. three centuries after Hugues Capet!

It was not Philippe le Bel but Saint Louis who created the "Parlement" and hence the royal administration of justice which Philippe le Bel later turned to account.

It is misleadingly implied that Joan of Arc won an immediate victory over the English (this did not occur until 25 years after her death), and there is no mention of her imprisonment, her famous trial, and her death at the stake.

Moreover, the way the book is written Crécy and Poitiers, French defeats, are presented one after the other just before the Joan of Arc episode, although they are a century apart.

Tema 15: Gothic art is European, but it is French in particular, born in the Ile de France. It is the essential and ever-present manifestation of the French artistic genius of the thirteenth century and Saint Louis is in part responsible for Notre Dame in Paris and the Sainte Chapelle.

Tema 16: Descartes is a scientist and philosopher of the seventeenth century and not of the Renaissance. In a cultural history it is perhaps important to emphasize that in addition to his work in the field of mathematics, he inaugurated the rule of reason. He is the father of the rationalism which eighteenth century Europe was to carry to its logical conclusion.

Tema 21: Louis XIII did not deprive the Calvinists (who formed the majority of French Protestants) of their freedom of worship, he only revoked the political privileges which went along with the Edict of Nantes, but the Edict itself was maintained. To do him justice, it must also be said that the nobles were constantly rebelling and had even formed an alliance with Spain while there was a war going on with that country.

It is true that Louis XIV was an absolute monarch but he was also a genuinely great king and splendid patron of the arts. His magnificence was such that Voltaire, writing in the eighteenth century, could speak with justice of the seventeenth century as "the century of Louis XIV".

Tema 22: The total absence of dates gives the impression that all the writers mentioned lived at the same time, whereas the revolutionary thinking of the end of the century was the culmination of a hundred years of intellectual development.

Cf. Mornet: La Pensée française au 18e siècle. Origines intellectuelles de la Révolution française (Editions A. Colin).

Materialism is of minor importance in eighteenth-century thought, which remained deistic. In this chapter, Voltaire comes before Montesquieu (who died in 1750), whereas Voltaire lived until 1778. The latter's thinking, with its approval of enlightened despotism, is in contrast to that of Montesquieu, who favours the separation of powers and a rôle for intermediary bodies. The deism of Voltaire and Rousseau should also be mentioned since Rousseau's deism strongly influenced the revolutionaries, Robespierre in particular.

Tema 23: The various causes given for the French Revolution are not those given by the French school of historians. It is true that the Court was guilty of wasteful extravagance, but the consequences of the United States War of Independence, even though that war had been brought to a victorious conclusion, were of far more importance. The King could not increase the poll-tax levied on commoners while the nobles refused to pay their share (they were exempt only from the poll-tax). The people were particularly unhappy from 1785 onwards because of crop failures which brought about a slump in industry and commerce in a country in which the peasants made up 85% of the population. Matters were made worse by the effects of English competition, with which France had to contend from 1787 onwards.

It was the privileged classes and the Parlementaires in particular who, by refusing to register reforming edicts and thereby arousing the anger of the people, forced the King to sum-

mon the States-General. Louis XVI failed not because he was absolute but because he did not succeed in imposing the just will of the reformers on the privileged classes.

Cf. Méthivier: Les dernières années du règne de Louis XVI (Collection Que-Sais-Je. Presses Universitaires de France).

Hinkler: Les Français devant l'impôt sous l'Ancien Régime (Editions Flammarion).

We fail to see the connexion between the Reformation and the French Revolution: the spirit of free inquiry was also a consequence of the rationalism of Descartes.

Cf. Bertaut: Origines de la Révolution française (Dossier Clio. Presses Universitaires de France).

At the beginning of the Revolution (1789), it is the rôle of the bourgeoisie that needs to be discussed far more than that of the people. Unless, perhaps, a study were made of the "Grande Peur", which is not mentioned.

It would be a good idea *(page 353)* to emphasize that the Constitution of 1791 does not conform to the Declaration of Rights, since:

1. the right to vote is limited to the well-to-do;
2. the separation of powers is not strictly observed (Royal veto); the Constitution is not democratic;
3. freedom is not given to the workers;
4. slavery in the colonies is not abolished.

The fact should not be hidden that it was France (both Louis XVI and the majority of the Assembly) that wanted and declared war. The Girondins were afraid of excesses on the part of the populace but they too wanted war.

As a result of the absence of chronology *(page 353)*, the death of Louis XVI (21 January 1793) appears to come after the fall of the Girondins (31 May–2 June 1793).

The death of Louis XVI was only a pretext for foreign powers – and especially for England, *(page 354)* which mainly feared the establishment of a French presence in the Netherlands, just as the Empire could not tolerate French expansion to the left bank of the Rhine.

The account of the Revolution is too much a mere catalogue of events; it would have been helpful if the author had included some explanation of Robespierre's policies *(page 356)*, especially during the Terror.

The Convention did not create free, compulsory primary education (the Constitution of 1793 which proclaimed this was never applied).

The separation of Church and State was brought about only in 1795, by the Convention of Thermidor.

It should perhaps be acknowledged that the French model was imposed by French occupation troops under the Revolution and the Empire. As it happened, some countries acquired a taste for this system.

Remark: Michelet is no longer the standard work on the French Revolution but has been superseded by:

Albert Mathiez: La Révolution française (chez A. Colin);
Lefebvre: La Révolution française (Presse Universitaires de France, Collection Peuples et Civilisations);
Soboul: Précis de la Révolution française (Editions Seuil);
Godecnot: Les Révolutions 1750–1799 (Nouvelles Clio, Presses Universitaires de France);
Gaxotte: La Révolution française (chez Fayard);

or the works of young contemporary historians such as Furet.

Tema 24: There is no real study of currents of thought, of Art. There is a notable absence of any study of the nationality principle which was at the root of every European crisis throughout the nineteenth century and which resulted in the creation of new nations. The 1914 war itself sprang originally from a conflict of nationalities.

Colonial expansion is also totally neglected, although its consequences and the problems of decolonization still weigh so heavily on the twentieth century.

Tema 25: Without some knowledge of the problem of nationalities, students cannot really understand the origins of the 1914 war. The chain of causes given here does not seem to me to be that favoured by European specialists. This is, moreover, still a controversial problem. A recent book by J. Droz: Causes de la Première Guerre Mondiale, discusses current theories, in particular that of the German historian F. Fischer, who attributes a major share of responsibility to Germany for having exerted an inflammatory rather than a restraining influence on Austria *(page 380)*. It must not be forgotten, however, that the primary responsibility lies with Russia, which supported and subsidized the Serbian secret societies; it was a member of one of these who assassinated the Austrian heir to the throne. The rivalry between Austria and Russia was the primary reason, but the traditional antagonisms of their respective allies also played a rôle – thus France probably did not make a very determined effort to prevent Russian mobilization.

War was not declared on Austria in July 1914 but only on Germany; Austria still hoped to avoid the conflict and some weeks passed before this hope was abandoned. If Germany had not invaded Belgium, England, in spite of her rivalry with Germany, would have taken no action; the British Cabinet's decision hung in the balance until the last minute *(page 380)*. Cf. all of Renouvin's work:

For example – Histoire des Relations Internationales (Hachette), vol. 7, Book I: Les crises du 20e siecle – in the collection Peuples et Civilisations (Presses Universitaires de France), vol. XIX, Les armements et la Grande Guerre.

Between the Russian defeat at Tannenberg and the Russian revolution three years elapsed (1914–1917); it was not the defection of Russia that led the Germans to mount their offensive at Verdun in 1916. Only America's entry into the war in 1917 counterbalanced that defection.

How can it be stated *(page 382)* that the glorification of nationalism is at the root of Russian communism, just as it was in the case of Fascism or Nazism?

Between the First and Second World Wars, only Nazism and Fascism are studied; there is not one line on the development of Communism and Stalinism, which weighed so heavily on international relations. Likewise, the 1929 economic crisis in the United States and then throughout the world is omitted, and yet it was a contributing factor to the aggravation of relations between countries.

Italian policy in Ethiopia or in Albania cannot really be regarded *(page 385)* as one of the causes of the Second World War; on the other hand, it is simply not good enough to say nothing at all about the German-Soviet pact which enabled Germany to invade Poland. This alliance is not mentioned and the USSR is cast in the rôle of an unfortunate victim in 1941. The causes of the Second World War are not studied at all. If Belgium was the ally of France and England, this was due to the German invasion, for Belgium was initially neutral, as she had been in 1914.

The course of events in France from 1940 to 1944 is not discussed *(page 387)* nor is the November 1942 Allied landing in French North Africa, which was to be the springboard for the Italian campaign.

Not one line on the sufferings of German-occupied Europe, the various national resistance movements, the deportations and concentration camps, or the extermination of the Jews

(Hitler's anti-Semitism is never mentioned). How then can students understand the return of the Jewish people to Palestine referred to on page 388?

There were not many Frenchmen in England during the war. The work does not mention that from 1943 onwards de Gaulle headed the French National Liberation Committee, in Algiers, and later the Provisional Government of the French Republic.

Page 388: Germany did not lose its African colonies in 1945 but in 1914.

We are not told when the war ended (1945).

I think that the account of the Second World War is too sketchy even for an outline of this sort. Unless they are told more about the war itself, students will be unable to understand post-war international problems.

The book concludes with a list of major figures in science, literature and the arts, with brief descriptions of their achievements. I do not see what criteria were used for their selection and classification, especially since Pasteur, who died before the end of the nineteenth century, and Barnard are placed in the same section. One the other hand, the Nobel prize-winning French biologists Monod, Lvov and Jacob are not mentioned.

Can Marconi be listed and Branly omitted? To list Paul Bourget and Géraldy, second-rate writers, while omitting the names of such major prose-writers and poets as Hugo, Zola, Verlaine, Apollinaire, Péguy, Mallarmé, Mauriac, Camus (a Nobel prizewinner), Montherlant and Malraux seems perverse.

A table like this is a delicate matter and is not self-explanatory. The study of present-day literary and artistic movements should have a place here. A choice has to be made; either keep the lengthy discussion of the ancient world (10 chapters out of 25) and sacrifice the contemporary period or allot less space to Greece and Rome and more to Venezuela in order to emphasize the nineteenth and twentieth centuries.

This depends on the curriculum of the other classes, on which I have no information; but here, at any rate, the nineteenth and twentieth centuries are neglected.

German (Federal Republic) review of three Kenyan history texts.

No. (1) On 326 pages in 15 chapters the book tries to present the history of East Africa, beginning at about 1000 A. D., up to the foundation of the East African Community in 1967. These 15 descriptive chapters are followed by 15 chapters (pages 327–364) which offer a short history of East Africa according to the main points of the chapters of the descriptive part, consideration being given to the most important political, economic, administrative and tribal events with an indication of the most important dates. It is typical of this annex that decisive historical events – though not continuously – get an assessment which takes into consideration positive as well as negative aspects. It is interesting that such assessments are found more frequently for the earlier period.

A peculiarity of this book is that the presentation of historical events lays particular stress on their geographical conditions and the interrelationship between historical and geographical factors. It also seems remarkable that 5 extensive chapters (3–6, 8) are devoted to the development of the tribe. In these chapters not only the development of the society, the economy, the law and the political constitution are dealt with, but also the Arabic and the intra-African influences on the language, the civilization, the economy and the social system which have, for different reasons, gained acceptance in this area.

The book has undertaken to present the history of East Africa during the last millennium. In an introductory chapter, "Geography and History", it also tries not only to trace back the history of man in this area to prehistorical times in the form of a survey, but also to show the geographical conditions for human life. The author should, however, have left out the

prehistorical excursus, because he cannot give the student an idea of the long history of the development of mankind, even in this area.

According to the importance of the coastal region, even in early prehistorical times, the first two chapters (pages 10–42) treat its history from about the year 1000 A. D. to the end of Portuguese rule in about 1700. Typical of the intention of the book, namely to present the reality of history unvarnished and without any disguise, is the presentation of the slave-trade (page 15 and pages 114–115) and of the Portuguese rule (page 22–23). The author by no means tries to gloss over the fact of slavery as an originally African phenomenon, and though he plainly reports that the English and the French in the 18th century had become the leading slave-trading nations (page 115–116), he just as clearly points out that the fight against slavery was opened only by the Englishman Lord Wilberforce (page 119) and was brought to a successful outcome essentially through British endeavours (p. 141 and p. 144). The authors try to explain the conquest of the coastal regions by the Portuguese from different standpoints. It is doubtful, however, whether the Portuguese conquest was also the effect of religious zeal (Christendom versus Islam) (p. 25). The well-balanced presentation of the 200-year-long Portuguese rule (p. 41–42) is commendable, though this rule elicits a negative judgment.

Most important for the presentation of East-African/European relations from the middle of the 19th century until the attainment of national independence are chapters 9–14 (p. 146–p. 313). They too show the author's intention to present events and figures as objectively as possible, though an historical background must be dealt with that has only a very limited relationship to the historical development of Great Britain. This is especially true of the presentation of English history in the 19th century (p. 146–147), but also applies to the activity of Christian missionaries in Africa (p. 149–150, p. 157–158), and to that of the explorers and merchants (p. 154–155, p. 158–159). The concept of imperialism does not follow the common idea of "capitalism meaning imperialism", but is more pragmatic (p. 161–162, p. 167–168), in spite of the questionable judgment that "European imperialism was based on Christian and capitalist principles" (p. 167; but another sentence on the same page is much more balanced: "It was the growth of purely European rivalries... which eventually pushed the (European) leaders... into the 'scramble for Africa'"). Judgments like these are dangerous: "Germany and America were beginning to challenge her (Britain's) commercial lead. Germany and France were adopting colonial policies which threatened the activities of British subjects in various parts of Africa." The presentation of Germany's and France's attitude to the question of colonial activity after 1871 and of their relations with Great Britain (p. 168–169) is, however, completely correct.

The presentation of German and British colonial policies begins with the sentence: "The period of 1890–1920 was thus a vital time of transition in East Africa". In general this transition is not seen in an unfavourable light, though the conduct of some Britons towards the natives (p. 204) and that of the British administration in its endeavours to favour white settlers to the disadvantage of the natives (p. 195, 204, 220, 222–223) are presented as negative features of the British rule. In contrast to some other textbooks, the German rule finds a positive judgment (strong government and efficient economic development brought peace to all and wealth to many. Education and material progress advanced faster than in neighbouring territories. p. 208), though its negative features are not concealed (thorough exploitation of the land, p. 208; barbarous reaction to suspected rebellion, p. 209; lack of close contact with the people). The fact that under the German administration the natives were protected against the German settlers is mentioned as an especially positive feature (p. 213). This book is the only one to mention that East African agriculture under the German administration developed considerably (p. 235–236) and that the Germans founded the "Biological

and Agricultural Institute at Amani" (similarly: "The Germans were great town-builders" p. 237).

In conclusion it may be said that the book largely responds to the pedagogical and methodological demands of senior classes. It gives East African young people a fairly correct picture of their historical past and enables them to acquire some understanding of their former colonial masters. Moreover it stimulates the readers to reflect upon the question of what East Africa would have become without European intervention.

Paper, print and pictures satisfy the requirements of a modern textbook.

Nos. (2) and (3)

The authors present the history of East Africa in the 19th and 20th centuries in 48 and 80 pages respectively. No. 2 sees the East African area as a unity; No. 3 divides it into the three States of Tanzania, Uganda and Kenya. The attempt of No. 2 to combine the history of the 19th century with that from the end of the 10th up to that period must remain superficial because of the shortness of space. The student will scarcely be able to get an idea of the Arab and European personalities mentioned even though many pictures try to aid understanding.

No. 2 also seems to be more concerned with a thematic treatment of the historical material. The slave-trade, the exploration of Central Africa and the European mission, the growth of the trading companies and the distribution of Africa occupy a large part of the book. Chapters 10–14 deal chiefly with problems of traffic, agriculture and industrialization, although their historical development is not neglected.

From the point of view of international understanding the following remarks seem necessary: Page 11 mentions that the Africans carried on a slave-trade. It is not understandable why on the same page, as an example of slave-traders, the Europeans, and especially the English, are mentioned, the more so since the pictures on that page and on page 12, 13, 14 refer to the African and Arabian slave-trade. Is the African slave-trade to be excused?

Moreover, it is striking that when pointing out European circumstances only Great Britain is constantly referred to; almost all British inventors are named, with an indication of their nationality (exceptions: Marconi-Italy, Wright-America); whereas the Germans appear nameless and without an indication of their nationality (automobile p. 37). This is grotesque in connexion with the invention of the art of printing. It is mentioned that it was invented in Germany, but the next sentence says: "An Englishman called Caxton made a printing machine in England", though it is a fact that Caxton learnt the art of printing in Bruges and Cologne.

The improvement of agricultural production under the German colonial administration is also passed over in silence. It is regrettable that a prejudiced idea of Europe and her relations with East Africa must be the result.

What has been said about No. 2 must also be applied to No. 3. In spite of some positive remarks on the German colonial administration, the impression given is that it was, on the whole, negative. In contrast to the rebellions of the natives against the English (cf. the Mau Mau rebellion p. 26, p. 33), the rebellion against the Germans of 1905–07 receives a long-winded description (p. 6–7). The Germans are characterized as follows: "There were bad men in German East Africa. Some of the bad men were officials and took money for themselves." The book mentions the improvement of agricultural production, but does not mention that in 1902 the Germans founded the Agricultural Institute at Amani. Moreover it is extraordinary that in connexion with the brief reference to the building of the railway line from Dar-es-Salaam to Kigoma the book says: "The third-class carriages on this railway had roofs, but no windows." The establishment of the educational system gets a positive mention, but the foundation of bands seems to have been more important than the fact that the

schools prepared numerous pupils for study at university. Students must get the impression that it was only under the British mandate that Tanganyika got a stimulus (p. 11), whereas other textbooks report that it was British colonial policy (cf. in the same book on p. 17: "27 000 square kilometers were to belong to the Government", concerning Uganda) that had many negative consequences for that country. The assertion "One of Britain's first actions was to end slavery; forced labour was also stopped, except for public work" (p. 11) is also most dubious. No other book makes a similar assertion. In contrast to other textbooks, the improvement of education, public health and administration for Tanganyika are mentioned only for the period after 1918 (p. 12, p. 13). The presentation of the history of Uganda and Kenya in the 20th century must create the impression that the period of British rule had only good effects on these two areas, whereas according to the sketch on page 14, Tanganyika from 1890 to 1914 was ruled by the whip. The chronological table on page 76 gives the same impression. In Tanganyika nothing seems to have happened until 1919 except the foundation of the Agricultural Institute. (The text does not say by whom it was founded.) On the other hand, the book mentions for Uganda or Kenya respectively: "Railway from Mombasa to Kisuma completed", "Cotton growing started", "First tea grown", "Masai Agreement", "Secondary School begun".

Paper, print and illustrations, with the exception of the map sketches, satisfy requirements. As an introduction to the history of East Africa in the 19th and 20th centuries the two little books have their value, discounting their ill-balanced bias.

Indian review of one Japanese history text

In chapter 1, "The Dawn of Civilization", reference to India starts with Buddhism except for a short sentence on the Aryans, Brahmanism and the caste system. Civilization in India is much older than that, starting with the highly-developed Harappa culture around 3000 B. C. –2500 B. C. and followed by the Vedic (or so-called Aryan) culture from around 1500 B. C. onward.

The existing passage may also be amended: In the 6th century B. C; Sakya (Siddhartha Gautama) founded Buddhism in northern India. He taught that all people were equal in the presence of the Buddha. This doctrine was opposed to the Brahmanical division of society into four socially unequal castes: the priest, the warrior, the cultivator and the menial. Buddha's teachings were further spread by King Asoka in the 3rd century B. C. all over India as well as in neighbouring lands. However, Brahmanism eventually re-established itself in India, and Buddhism all but disappeared from the land of its birth.

P. 190: The last sentence of the passage on India – "Hinduism spread throughout the land taking the place of Buddhism, and the confrontation of the Muslims and the Hindus grew violent as the Mogul Empire declined in the 18th century" – should be modified along the following lines: By the 12th century Buddhism had practically disappeared from India. In the 16th and 17th centuries Hinduism and Islam were the two important religions flourishing in India. Relations between the Hindus and Muslims at the social level were very cordial even when there were clashes between them on the political plane. In the 18th century the Mughal Empire declined and the British successfully competed with the French in making India a colony.

P. 191: "The British advance". The opening sentence should be modified: Britain made a rapid advance into India from the middle of the 18th century onwards and by the end of the 18th century had defeated France in their conflict to establish rule in India. Britain took hold of the declining Mughal domains one after another. Meanwhile, British cotton textiles flowed into India in great quantities; to check competition from the very fine hand-made Indian textiles, the British Government in India imposed heavy duties on them. The manufacturers and traders in Indian textiles were thus ruined. The old rulers, both Hindu and

Muslim, also suffered heavily at British hands when they were deprived of their territories. The peasants had to pay a heavy tax on their produce. The life of all sections of the people in India had thus been made difficult. The antagonism caused by the hard times led to the rebellion of the Sepoys in 1857 joined by peasants to spread into a large revolt.

The rest of the passage is acceptable.

P. 258: The passage on India's National Movement is factually correct but too short. The following may be considered:

From the middle of the 19th century the Indian people had tried various methods to become free of foreign rule. The National Movement went through many phases but from the beginning of the 20th century it had taken firm roots. Gandhi emerged as its leader from 1920 and led the Indian people to their independence in 1947. He mobilized large masses into the movement but generally prevented them from using violent means. He used the technique of non-violent non-co-operation with the Government. Some sections of the National Movement also used violence against the Government and in 1940 there was a revolt in the Navy. At the same time Britain's position had been weakened after the Second World War and she was no longer strong enough to control such a large country as India. Also, after the War, a Labour Government was elected in Britain. The Labour Party had always been more sympathetic to India's demand for independence. Thus independence came to India after nearly a century's struggle in various forms.

P. 294: Independence, however, also brought the partition of the country into India and Pakistan. Pakistan consisted of two parts, one in the East and the other in the West of India. Most of the population in India was Hindu and in Pakistan Muslim. In each country, however, about 10% of the population belonged to the other religion. After independence India gave herself a secular constitution which guarantees equal rights to all its citizens irrespective of religion, caste or sex. Pakistan declared itself an Islamic Republic guaranteeing preferential treatment to the Muslims.

In 1971 Pakistan broke up when East Pakistanis revolted against the economic, administrative and cultural domination of West Pakistan in spite of the common bond of religion. The revolt was successful and thus Bangladesh came into being.

Japanese review of one French geography text

The author has arranged his book by subjects rather than countries. The material on Japan contained in the sections on the following subjects:

1. the transformation of nature;
2. population and industries;

gives an extremely accurate picture of the situation in Japan. The relatively recent data (from the 1960's) and the clear and concise descriptions of Japan which are presented in the space of a few pages make this a remarkable school textbook. However, some changes are called for in the treatment of the following points:

(1) *Transformations.* Instead of dealing separately with Japan, the author lumps it together with China in describing the modernization of agriculture (cf. page 137, last two lines of *4 – La civilisation du riz*), and with India and China in describing the changes that have occurred in the cities (cf. page 137, *5 – La croissance agricole*). However, what especially concerns Japan is no longer the overpopulation of the country as a whole nor the shortage of food, and it would be preferable to modify the descriptions of population and agriculture accordingly.

(2) Although one clearly cannot expect a detailed description of the features of Japan's cities and towns and of the life of the Japanese when so few pages are devoted to Japan, I nevertheless feel that the treatment of these points is inadequate. With regard to the

cities (p. 187), current problems and the steps taken to resolve them should also be mentioned.

Subject to these two reservations, the book gives quite an accurate general picture of Japan, especially as regards the state of the various industries.

P. 132 *(figure 9)*
Replace the *white area* of Honshu with a *yellow area* representing a density of 1–25 inhabitants per km^2.

P. 135 *Paysages humains d'Asie*
Concerning lines 2–4, "Pourtant... des méthodes héritées du passé": this passage no longer applies to Japan because the active rural population has grown considerably smaller in recent years, as we see from the following figures, which express it as a percentage of the active population as a whole:

1940	1950	1955	1960	1965	1970
41.4%	45.2%	37.9%	30.0%	22.8%	17.8%

P. 182 *(figure 2)*
Replace "Fuji Yama 3778 m" by "Fuji-san 3776 m;" "Kita Kyushu" by "Kitakyushu". Correct the width of the coastline plains of the Kii peninsula, which should be narrower or even totally eliminated.

P. 183 1 – *Des iles aux formes mouvementées*
In the penultimate line, replace "Fuji Yama" by "Fuji-san;" "(3778 m)" by "(3776 m)".

P. 183 *(map)*
Eliminate the term "tropical".
Correct the position of the *red line* drawn between "temperate" and "tropical", for Japan is divided into two main climatic zones; these are: Hokkaido (except the South-West)... cold zone
other regions of Japan... temperate zone.
But with regard to the latter, the southern part of Kyushu and the South-Western islands have a subtropical climate (subtropical flora is found there).

P. 185 *Summary*
In line 2, replace "Fuji-Yama" by "Fuji-san;" in line 5, "tropical in Kyushu" by "subtropical in the southern part of Kyushu".

P. 185 3 – *Les climats les plus variés*
In line 6, replace "Kyushu is already almost tropical" by "the southern part of Kyushu has a subtropical climate".

P. 187 2 – *Une agriculture poussée au maximum*
Lines 3–5, replace "But, although... necessary to the population" by "The proportion of meadow and orchard land is low, three-quarters of all agricultural land being used for food crops. Food production satisfies 70% of the national demand. Because of the surplus of rice (the main food) which has existed since the end of 1968, efforts are being made to reduce rice production. Therefore, the idea that "a small area of cultivated land = food shortages" does not apply to present-day Japan.

P. 187 *(margin)*
Replace "103 m inhabitants" by "107 m inhabitants". As of October 1972, the population of Japan numbered 107.332.000 people. Replace "density: 270" by "density: 288". The population density in relation to the surface area of cultivated land was 2186 in 1972.

P. 188 *(figure 4)*
Replace "Kita" by "Kitakyushu".

P. 189 4 – *Une industrie triomphante*

In the last two lines, replace "Japan produces more steel than Germany and France together" by "Japan produces as much steel as West Germany, Great Britain and France together".

	1970	1971	
Japan	93,322	88,557	(thousand tons)
West Germany, Great Britain and France	97,131	87,331	(thousand tons)

P. 189 (*margin*)

Concerning the automobile diagram:

	1970	1971	1972	
ordinary automobiles	3,179	3,718	4,022	(thousand vehicles)
buses, lorries	2,110	2,093	2,272	(thousand vehicles)
Total:	5,289	5,811	6,294	(thousand vehicles)

P. 190 (*figure 7*)

Eliminate the mark for *textile industry* in Shikoku.

P. 190 (*figure 9*)

Amend the caption. The Hikari trains on the new Tokaido line connect Tokyo to Okayama (733 km) in 4 hours, and work to extend the line is now under way.

maximum speed of the Hikaris . . . . . 240 km/h.

average speed . . . . . 180 km/h.

P. 191 5 – *Les grands foyers urbains*

Last two lines, replace "a tunnel of the same length" by "a tunnel 1.5 times as long".

Kenyan review of five United Kingdom geography texts.

Geography books:

I reviewed a set of five geography books from Britain. I had the advantage of being able to read all that I wanted and this enabled me to gain a better impression than I had from translations of the non-English books I reviewed earlier. Although I read each book through, my reviews have to be restricted on the treatment of Africa in general and East Africa in particular, in accordance with my brief.

Comments on individual books:

(1)

The book uses the "topic" approach in its "traditional" form, by selecting largely unusual types (both in respect of people and areas) and letting the reader try to learn something about the much larger country or area where those people and places are found.

The selected topics are:

The Boro of the Amazon Basin.
The Bushmen of the Kalahari.
The Masai of Kenya.
The Kazaks of the Steppes.
The Sherpa of the Himalayas.
The Eskimos of Northern Canada.
The Crofters of North-West Scotland.

The weakness in this approach is appropriately illustrated by the fact that the author, being British, has found it necessary to describe the Crofters as residing in "northwest Scotland", whereas he makes no attempt to suggest (for instance) that the Masai live only in a part of Kenya, which, incidentally, is a much larger country than Scotland. The unwitting impres-

sion created in the foreign student's mind would obviously be that Kenya is inhabited only by the Masai. I think that the map of Kenya, which he shows entirely blank, should have carried a shading of the area the Masai occupy. This applies also to most of the other areas treated.

It is my personal view that this type of approach is outmoded and should be discouraged. It gives a lopsided picture of other countries and leaves too many questions unanswered. I must admit however, that apart from the above criticisms, the author gives useful insights into the modes of life of the people he treats. The exercises for further work are very well geared, and the illustrations are generally adequate and good.

(2)

In contrast to the book reviewed above this attractively-produced book treats briefly, but nonetheless strikingly, the geography of Britain and that of the southern continents. It probably errs in being too short, but I think it should be quite effective in the lower secondary classes of any English-speaking country, where the syllabus calls for a study of the world or parts of it. The illustrations have been carefully selected. They give a striking portrayal of the topics the author touches on. This book succeeds in the selected topics approach better than many that take that approach, in that it does not select only peculiar groups and their modes of living. All round this is a highly valuable book, quality-wise, and should be found acceptable in any part of the world.

(3)

This book follows in the tradition of the one reviewed immediately above. The author selects sufficient representative samples of topics to treat on any given area. The photographs, illustrations and maps are well selected and very relevant. The author even finds it possible to give detailed maps of small sections of the larger areas he treats: see for instance a map study of the Kilifi area in Kenya facing page 89, and of Annotto Bay in Jamaica facing page 152.

The exercises are practical and useful, though not always easily viewed in relation to the text given. I guess it is the author's intention to give these progressively difficult exercises, possibly because he believes (and I agree with him) that the students must be made to think, rather than be merely spoonfed. With a good teacher, these exercises could prove an eye-opener for the student and lay a very good foundation for geography work at higher levels.

(4)

The authors have chosen the conventional approach in this book. East Africa is treated in Chapter VI, pages 92 to 122. I suppose the authors have aimed at a British readership; otherwise I cannot see how a study of Glen More and other parts of Scotland could be included under the Chapter on East Africa (See page 117 et. 599). The book is used in some schools in my country, and serves its purpose. However, its brevity on the topics treated leads to many vaguenesses. On the other hand some inessential and generalized matters keep cropping up. The authors obviously assume that the reader already has considerable knowledge of the areas dealt with, which unfortunately is not the case in places like East Africa where the book is used. It is something of a surprise that although the copy in my hand is the 1973 edition of the book, the authors do not mention the imposing Tanzania Railway now almost completed by a Chinese loan. The Railway is to link Dar-es-Salaam in Tanzania to Kiptri Mooshi in Zambia. Despite these criticisms, however, the authors have made an honest, if moderate, attempt to get away from the boring traditional British approach of seeing everything entirely from a British viewpoint.

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(5)

The book (which is already a textbook in some schools in East Africa) treats Africa exhaustively and gives a reasonable coverage of all areas studied. The illustrations and maps adequately meet the purpose for which they are intended.

The exercises given are very useful indeed, especially those listed under (a) Further Reading, and (b) Further Discussion.

The statistics listed under Appendix 1 provide another useful source for further exercises, as do the lists of sources given in Appendix 11. (One little criticism – and this may be the fault of the publisher rather than of the authors – is of placing photographs in parts of the book quite unrelated to the area being studied. An example is the Nigerian photographs opposite page 193, where the chapter is dealing with East Africa. I know the book is for higher-level students, and I am also aware that the photographs have to be on fine paper, but I still see no valid excuse for this kind of treatment, or why it cannot be avoided, and I think it should.) Be that as it may, I must reiterate that I think this is a most valuable book, which can be used anywhere to considerable advantage.

Speaking of all the five geography books together, the impression created is good, overall. It is refreshing to see British books becoming more and more world-oriented rather than British-centred as has traditionally been the case.

United Kingdom overview of Indian texts and example of one review.

Overview of Indian textbooks

Detailed comments on the ten books received are set out separately after the general overview. The overview will comment on the accuracy, adequacy, objectivity, balance of treatment and sensitivity of the books in both qualitative and quantitative terms; and will finish with some comments on the presentation of the books. It should be noted that only one text relevant to United Kingdom geography was sent for study.

Accuracy

Very few individual factually inaccurate statements have been noted in making the study. Naturally this is to be commended, though indeed expected. Details are noted elsewhere.

Adequacy

I would regard reference to Britain and the history of events in Britain and associated with Britain outside United Kingdom territory as adequate in both quantitative and qualitative terms. With regard to the former, if anything, perhaps British history receives too much attention. Qualitatively adequacy varies from text to text as indicated in the detailed notes. In only a few cases is omission a matter for concern.

Objectivity

Given the high proportion of the total textual material sent for study relating to the history of the British presence in India, necessarily and not surprisingly a variety of interpretations is to be found of both events and the attitudes of individuals and governments. Broadly the interpretations are in agreement though the shorter more generalized texts are almost inevitably less satisfactory than the lengthier ones. Overall views on the impact of British rule are necessarily subjective – authors might care to indicate the weight of 'professional' judgement as well as official views and use source material in the form of quotations to effect. Several of the texts do this and are all the better for it. Contemporary relations with Pakistan are unevenly recorded.

Balance of Treatment

Perhaps because of British connexions with India, British policy in world terms might appear to be given too much space.

Sensitivity

There are times when several of these texts seem primarily concerned in places to rally support for Indian nationality, unity and democracy – all legitimate concerns – at the expense of others. This is not restricted to these texts, of course, but is a universal phenomenon of varying character. Personally I find references to 'bloody wars' and the 'deeds of valour of brave heroes' unnecessary irrespective of the individuals or events involved.

Presentation

Overall satisfactory, though there are clearly some reproduction problems especially with photographs.

Example review of one text.

Given the age group for which this book may be presumed to have been written, perhaps history as the history of 'famous' people is acceptable but undoubtedly the approach creates problems.

With the exception of a few facts I regard the publication as accurate though there are omissions which unbalance the treatment given to topics. It is not therefore an entirely adequate view of events as they occurred.

The opinion expressed as opposed to the facts recorded is sometimes a matter of debate. A style of presentation which allows the presentation of alternative viewpoints or interpretations of fact is preferable.

Detailed Comments

1. *The coming of the British*

P. 106-7 'But, of course, he was not a real Nawab. The British made him do whatever they wanted'. The first sentence is equally true of Chanda Sahib placed on the throne by Dupleix.

P. 106 In what sense was Clive 'cleverer'? Warren Hastings had a more overt policy of British control.

P. 108 There is some suggestion that Siraj-ud-dowlah was acting at the instigation of the French.

Perhaps some record of the 'Black Hole of Calcutta' story needs to be placed in this section, if only because it had an influence on British attitudes totally out of keeping with the magnitude of the incident.

P. 110 It is important to make it clear that the Regulation Act of 1773 was not the beginning of 'direct' rule.

P. 111 Hyder Ali and his successor could be described as military adventurers and tyrants despite their bravery. But I agree they were among the least despotic princes of the time. The word English should not be used here but 'British' since the date is subsequent to the Act of Union with Scotland 1707.

P. 113 'realised too late that they had become *slaves* of the British'. The word 'slave' is better reserved for more precise technical use as used on page 101 – persons bought and sold.

P. 114-116 accurate and fair presentation of events.

2. *The Great Revolt*

There is I understand considerable dispute among Indian historians as to whether the Great Revolt was the first attempt to achieve independence or the

last struggle between the British and the traditional rulers of India. Nothing seems to be added to the facts of history by describing individuals as 'heroes', 'brave', or 'courageous' whether Nicholson, Haverlock, Hazrat Mahal, Kunwar Singh or Ahmadullah Shah.

3. *The will to be free*
The quotation begs the question when was India strong, wise and free before? Outline of the Indian National Congress and attitude of the average British person to Indians correct and as noted.

P. 133 – mainly run for the good of England (Britain). What is the evidence for this statement?

4. P. 134–142 All references to British policy or individuals accurate and adequate. Some mention of Mitra Mela, revolutionary activities and the Home Rule movement including reference to Congress worthwhile here, though I can see 'Children's History' is perhaps more 'attractive' in terms of personalities rather than events and movements.

P. 142 *Gandhi the Mahatma*

P. 145 Jallianwala Bagh
The account really needs setting in the context of earlier events in Amritsar – see page 305–307 in *How India Struggled for Freedom*, Ram Gopal 1967. The figure of 'about one thousand killed' is open to dispute.

P. 147 Slaves? – see earlier comment.

P. 150 If the conferences in London were not very helpful, why did Congress run the consequent provincial governments?

5. *Quit India*
Some indication of the context of the Second World War, other than that Britain was at war with Germany, or Germany and Japan, seems desirable. There were many other countries involved. The association of Bose with the Germans and Japanese at the time was not such as to make him a universal 'hero' in India or among Indians.

P. 152 The partition of the country... thousands of people.
Millions would be more accurate if this refers to actual deaths which occurred. The events might call into question the veracity of the first sentence of this paragraph.

P. 155 Might it be desirable to indicate who Gandhi's assassin was?

P. 156 Last sentence – Hyderabad?

P. 160 Should Kashmir be mentioned, or Goa, or the Chinese invasion? The last sentence of page 160, whilst a desirable expression of belief, might give the misleading impression that since 1947 the Indian subcontinent has been at peace.

Venezuelan review of two German (Federal Republic) history texts.

1.

XII. 1. Nine pages of the textbook are devoted to an overview of Latin America, in particular to the Andean countries and Venezuelan geographical characteristics. It is a wellbalanced view of the main features.

XII. 2. Two outstanding innovations are observed in the textbook:

a) It has more of a regional approach than the others. This is true of the physical and economic sections. The regional approach is recommended as a pedagogical point of view due to the fact that through it the student can develop a general overview of the facts and interrelate them.

b) By studying this material, the student may also develop an historical approach toward the human and economic aspects of geography.

XII. 3. The textbook stresses the logical method of learning, beginning by questioning the student and asking him to observe the maps. Of course, the pupil needs to do syntheses and exercises on what he has learned.

XII. 4. Some of the data need to be reviewed, for example, the reference to the population of Caracas (1971, 2.100.000 inhabitants) and that relating to oil production. Also, it would be worthwhile to review some of the information on animal life, which is not completely accurate.

2.

XIII. 1. One interesting feature of the textbook is that it prepares the student to make comparisons between continents and their features through discussions of physical characteristics and the use of maps. The contents contribute much toward better understanding of facts and natural phenomena. However, we do not know whether the students are familiar with the specific geographical terms. If they are, then they will have a good background of the geography of these countries.

XIII. 2. There are some paragraphs in this book which relate to cultural development in South America much better than the material in others of the textbooks under review. In addition to giving facts, the author stresses the main cultural concepts.

XIII. 3. An outstanding innovation is that some paragraphs are inserted in the material to remind one of special features. They are a form of summary of the contents which strengthens understanding. Also, the students are asked to draw graphs from the maps in order to understand, for instance, the land forms.

XIII. 4. Some facts need to be reviewed by the author and publisher, especially those relating to production and population. The figures given in the text should be updated.

Chapter Five

The project evaluated.

The project was evaluated on the basis of all the detailed work carried out by the participants, using the co-ordinated review as an initial working paper. Circulation of the co-ordinated review to all participants prior to the evaluation enabled them to gain an overall insight into the work of the project so that evaluation could proceed at the highest possible level from the start.

The evaluation took place in three phases. In the first phase, the co-ordinated review and the national reports were considered. In the second phase, the effectiveness of the operational nature of the project was considered, and in the third phase, recommendations arising out of the work of the project which might be helpful in future multilateral textbook revision were considered. This chapter examines each of these phases in turn to exemplify the way in which such an evaluation might take place.

The co-ordinated review and national reports

Wide-ranging discussions of the co-ordinated review and of summary reports by the participants on their findings took place. The following is a synthesis of the discussions which constituted the first phase of the evaluation.

Varying approaches to textbook preparation and revision

The various approaches to textbook preparation and revision in different countries were discussed. The approaches used, variously interpreted in different countries where there was free competition among authors and publishers, with or without some form of State control, were noted.

It was noted that various influences or restraints operate world-wide, perhaps imperceptibly. First, the textbooks have to serve given syllabi which are determined or at least approved to some extent by government administration at some level. Secondly, commercial considerations influence textbook production. Thirdly, accepted norms in the disciplines, whether academically valid or not, act as a subtle, though sometimes decisive, influence on textbooks.

It was, however, suggested by some participants that freedom for authors and publishers to publish freely had the merit of making a number of opinions available to the teachers and students and thereby developing their critical faculty. On the other hand, it was suggested that this freedom did not necessarily lead to superior-quality textbooks and that some authors were tempted to rely on unsound and often outdated third-hand information, particularly regarding distant countries.

It was further argued that control did not necessarily mean State-censorship and that any number of textbooks were still being written and published, though these may not be included in the recommended reading lists in the syllabi. Indeed, it was necessary for the State or one of its agencies to control the quality of textbooks in order to check commercial exploitation of the textbook market by publishing cheap books which in turn may hamper the development of children's minds. Such control was particularly important in the developing countries which were still in the process of breaking their various links, including academic, with the former colonial countries and establishing their own educational standards.

It was suggested that the difference in the approaches perhaps arose from the different social contexts. Whereas in some countries the State has relatively less responsibility for social, economic and educational development, because these countries have developed, for historical reasons, a free enterprise system, in other countries such a model of development is not as effective and therefore the State in these countries has a larger share of responsibility for the economic and social as well as educational development of the society. Hence the plea for some form of State-control by the participants from these countries and the expression of satisfaction at the absence of State-control by the participants from some other countries. It was further suggested that it was not always easy to draw the line between State-control of the quality of education in general and textbooks in particular, and the enforcement of conformity with the views of any existing government. In some countries the problem had to some extent been solved in two ways: (a) the society itself had established certain norms for academic disciplines, and (b) the society had reached a stage where it could absorb challenging opinions and pressures without the State-system or the social structure being basically disturbed. In some other countries, the challenge to the existing social and political structure was still very potent and therefore State-control of education could at times lead to the imposition of the existing government's ideology to the exclusion of any other. Therefore, while pleading for such control in the name of educational standards and quality, care should be taken to ensure that the control mechanism was not used to exclude variant points of view.

The problems of emphasis

The problem of variable emphasis on the geography of other countries and regions and aspects of their history was discussed in detail. It was agreed that ideally the whole cultures and civilizations of different countries should be brought to the children's attention. It was observed that there was a tendency in the syllabi and textbooks of most countries to study the history, geography and society of another country only from the point in time at which the two came into contact. Thus Chinese history is sometimes studied in European textbooks only from the Opium War onward and Japan only after Commodore Perry arrived there. Similarly, there is often relatively little attention paid in Indian textbooks to Venezuela or in Venezuelan textbooks to Japan, because the respective countries have had little direct contact with one another.

It was also noted that some major themes of history were either omitted from textbooks or treated only perfunctorily. Thus, themes like the Russian Revolution of 1917, problems of capitalism and socialism, the problems of colonialism, etc., sometimes do not get the amount of attention nor the objective treatment that they deserve. It was suggested that all major issues, whether considered fortunate or unfortunate, should be discussed objectively and with the emphasis that is their due.

The various constraints were, however, taken into account. The major constraint was the burden of study children of various ages could be expected to bear. In view of this limitation, it was suggested that episodal history and sample surveys in geography might be attempted, and this was indeed being done in some countries. But this approach had its own pitfalls: it gave the children an idea of only a part of other cultures, civilizations and their problems, and the choice of the part was sometimes open to dispute. Similarly, in geography, an author could take up an atypical case and generalize about a whole country or region on that basis. It was suggested that the teacher could correct the pupils' perspective in such cases, but that the teacher would himself need to possess up-to-date and more abundant information as well as an objective approach.

It was suggested that an important part of correct emphasis lay in avoiding excessive detail about insignificant events in history or data in geography or social studies. In creating the

right focus, attention should be paid both to the scientific and the pedagogical value of the data.

Origins of biases and errors

Lack of information was considered one of the important sources from which errors and biases originate. Lack of wide-ranging contacts between the authors of different countries and the absence of any network of individuals or institutions hampers the collection of wide and up-to-date information regarding different countries among one another, and it is not always possible for an author to go to many, or even one, other country to obtain information at first hand.

It was noted in this context that the International Educational Information Centre, Tokyo, and the Centre for Documentation of the Geography of the Netherlands, Utrecht, offered to supply information and examine foreign texts relating to their respective countries; it was also suggested that the National Council of Educational Research & Training in New Delhi could be approached for the same purpose.

It was noted that while it is relatively easy to check and revise factual errors, it is more difficult to combat biases arising from the social and cultural contexts which condition an author's approach. It was suggested that this problem is particularly relevant with regard to the treatment of the former colonies of some nations in their textbooks, in which the former colonies are either perfunctorily mentioned or significant themes from their history, geography, social studies and present development are omitted.

It was argued by some participants that the European books received were largely Eurocentred and that quite often the books of at least some European countries treated the history of colonial rule on the basis of the "white man's burden" theory. In some books the question of economic exploitation of the colonies had been largely excluded from the treatment even as an alternative opinion. Further, some participants stated that even when this was not the case, attention was focussed on events and themes directly or indirectly related to Europe, and other themes like the history of Latin America in the 20th century were sometimes ignored or inadequately treated. It was noted that among some developing countries, while attempts were being made to write their own histories, because of lack of horizontal contacts they still depended on some European books for the history and geography of other countries.

It was on the other hand argued that because of the constraints on time available to the school-children, more emphasis was being placed on contemporary history in some European textbooks than in the past. It was suggested that due weight should be given to contemporary as well as past history in textbooks all over the world.

A major source of errors of fact and judgment was considered to be the use of stereotypes in textbooks. Quite often stereotypes regarding a country or a people or a group of events originate in flippant observations and then gain currency; on the other hand, not infrequently some ideas regarding a people or an event or a region become current on account of serious research work done by a historian or a geographer but become stereotypes as a result of constant circulation, and many authors stick to them even when these ideas have been exploded by subsequent studies, largely because of the author's lack of contact with later research. It was realized that the use of stereotypes tended to perpetuate false images about places, peoples, civilizations and events.

Use of incorrect and pejorative terms

It was suggested that quite often terms were used without reference to their precise meanings. While it was realized that even widely-used terms like "race", "Aryan", etc., were used to refer to different things in different countries and contexts, it was necessary to try to stick to the precise meanings of terms which had been scientifically defined. Quite frequently,

a false picture of a historical or geographical situation was conveyed, quite unintentionally, merely because of the imprecise use of a term. However, the use of any pejorative term was much to be regretted and care should be taken to avoid the use of any kind of derogatory term for any people, culture or historical event by textbook authors, for the ultimate objective of Unesco – and the ultimate basis of man's existence today – is sympathy with and respect for human rights.

Operational assessment of the project

After discussing the co-ordinated and national general reviews the participants agreed to conduct an operational assessment of the project prior to giving consideration to possible future developments. The assessment necessarily repeated some general points made in earlier discussions. The points, in so far as they relate to the project, are set out here and not in the earlier report of discussions on the reviews.

It was agreed to discuss the project under the following headings:

Nature of study
Scale of study
Organization of study
Time scale of study
Membership of project
Finance of project
Location of meetings

Nature of study

Broadly-speaking, the participants felt that the choice of study of geography and history books was appropriate though they recognized that it was easier in some respects to criticize geography texts more efficiently than history texts. It was generally thought easier to apply the criteria set out in the documents of the first Brunswick meeting to the more largely factual content of geography texts than to the content of history texts which more frequently mixed fact and opinion. Whilst history and geography texts were available for selection by the members generally in clearly identifiable formats, there had been difficulties in the clear identification and specification of what was meant by social studies. Whereas in the syllabi of some countries social studies was more or less another name for a juxtaposition of history and geography, in those of others the same subject included sociology, anthropology and civics, for example.

Participants noted that the emphasis placed in the instructions for reviewers on the selection of books which referred specifically to the other countries, and the request to review the parts of the texts received from other countries which referred to their own States, meant that, by and large, reviews had concentrated on the detailed analysis of extracts or marked passages in texts, often received in translation. Books had not always been treated as a whole, especially where only parts of the book had been translated into a language understood by the reviewer. The participants appreciated fully the financial and translation problems involved but felt that a more realistic assessment of passages would have been possible if they could always have been seen in the context of the book as a whole. The problem of "double" translation was also noted.

The criteria laid down for use in the project were generally regarded as helpful. The criteria were taken into account globally when reviewing and writing the detailed comments but were rarely used as distinct headings under which passages or whole texts were analysed and comment noted. Accuracy and objectivity were found reasonably easy and satisfactory criteria to use for assessment purposes by most participants. Balance and sensitivity of treat-

ment were for some difficult to interpret, and style of presentation tended to receive limited comment.

Adequacy was found to be a difficult criterion to judge, partly because every country has its own curricula, syllabi, methods of teaching and examinations. These varied so greatly from one State to another that what would be considered adequate at one level in one country would be found less than adequate at a comparable level in another country's context. Further, because very often only extracts were available for the reviewers when working on translations, adequacy was difficult to evaluate and quantitative judgements alone were not always thought to be appropriate, especially as reviewers felt their knowledge of the curricula and school systems of the countries where the books were published was not adequate or the information had not been made available to them in a sufficiently explicit form. Full contextual background information was thought vital, as was full translation, though again the financial implications of this were appreciated as great. It was noted that where reviews did range across the texts as a whole, pedagogical comments were also made.

Reviewers found some difficulty in identifying correctly the specific age group for which some of the texts were intended; and consequently, in the absence of accurate information on this matter in some cases, they felt they might have misinterpreted some of the criteria to some extent. Books for review appropriate to a narrower age range than secondary education as a whole would perhaps, on reflection, have been more suitable.

It was noted that in many respects the project had in reality been an arrangement for bilateral analysis of texts rather than a multilateral one, though, of course, the initial framework of the project was set up by a multinational group and the presentation of overall national reviews and the consequent discussions at this meeting had allowed multilateral criticism. It was suggested that perhaps the review of a more limited number of books, or parts of books on stated themes or periods in history or topics in geography, might assist in promoting more effective multinational discussion of texts.

Overall it was felt that the manner in which the project had been undertaken had proved itself of value to all the participating reviewers and that it would similarly prove of value and benefit to the authors of texts in all the participating countries. Advice given by the reviewers as to sources of up-to-date information or contemporary national interpretations of history, in the form of bibliographies, were gratefully noted by all participants as were all specific corrections and comments noted in the detailed reviews. The need to search for and provide positive advice and comment and not merely negative criticism was noted.

Scale of study

The participants discussed the appropriateness of a pilot project on this scale specifically covering Latin America, Africa, Asia and Europe. The point was made that more opportunity for the review of books from 'developed' countries by 'developing' countries would have been appreciated. It was also noted that the inclusion of countries with experience of textbook reviewing had been deliberate policy so that groups with experience could interact with countries having little experience. Generally the scale was thought appropriate given the financial limitations.

Organization of study

The International Textbook Institute was praised for its helpful organization throughout the pilot project. Every effort had been made to assist reviewers and particular thanks were due to Mrs. Hillers. Without the services of the Institute the project could not have been completed. Similar projects required similar support. It was hoped that all authors would receive reviews of their books.

Time scale of study

It was noted that the project had run on for 12 months longer than planned. Undoubtedly some time had been lost because of problems of co-ordination of individual reviewers' activities. It was also noted that difficulties in identifying suitable reviewers or in replacing participants who had attended the first meeting but subsequently withdrawn had meant loss of time. For example, texts submitted for review early might well have been revised already by the time the review returned to the author's country. Three-year projects were seen as of the maximum length given continuity difficulties.

Membership of project

Attempts had been made to include some East European countries in the project, but without success. The United Kingdom and France had been included because of the use of their languages across the world, and the Federal Republic of Germany as the home of the Institute. Furthermore, all three had experience of Council of Europe textbook review work. The other participants were chosen as representative of regions and countries with varying degrees of expertise in the preparation and analysis of textbooks, varying from a little to date, to considerable experience. The difficulties of information transfer between developing countries were noted.

The appropriateness of particular specialist expertise was also discussed. The difficulty of finding individuals who could claim to be specialist reviewers of subjects in particular countries with adequate command of foreign languages and of technical terms in those languages was noted. The relative weight of comment on the promotion of international understanding would clearly vary a great deal according to international reviewers. It was generally thought that persons who were in touch with authors, teachers and the rising generation were most appropriate as reviewers, rather than those who could be regarded as most expert on particular topics in the texts.

Finance of project

The difficulties which had arisen as a result of inflation and the loss in value of the dollar, particularly against the Deutschmark, were noted and acknowledged to have caused problems. Freight rates, often by air, had been high and translation fees per number of words were such that extracts only had been translated for reviewers. Suggestions of several kinds were discussed for trying to limit unnecessary expenditure, perhaps by reviewing fewer books or parts of books, seeking help from the cultural departments of Embassies for translation and planning regional, linguistically-bound meetings. Nevertheless the necessity for realistic budgeting could not be ignored and this was noted.

Location of meeting

It was felt that the International Textbook Institute had distinct advantages in terms of its geographical location as well as its expertise and servicing facilities. A better location could not have been found for this pilot study.

Recommendations by the project participants

The participants finally addressed themselves to the possibility of future work by Unesco on textbooks in the light of the discussions that had taken place.

As a result the participants recommended that: –

1) Unesco continue to support and develop multilateral textbook studies, in particular by funding studies between groups of nations having distinct linguistic, historical but not necessarily geographical links.

It was felt that such projects would have the added advantage of a common language being in use in the participating countries so that each book could be reviewed as a whole instead of only extracts relating to each country. This would also tend to reduce the cost of the project.

At the same time Unesco should continue to promote textbook studies between countries of different social and economic systems;

2) textbook studies should consider the problems that arise from particular time periods or themes in history and particular geographical topics and not range widely over long periods, many topics or large areas. Books studied should be those appropriate for particular, fairly narrowly-defined age groups;

3) the International Textbook Institute in Brunswick, Federal Republic of Germany, should be asked to continue to act an international collecting centre for textbooks and as a clearing house and organizational centre for multilateral textbook studies planned by Unesco;

4) every effort should be made to encourage, by a pilot project, the preparation and publication of select bibliographies, through Unesco, suitable for use by school textbook authors writing on the history and geography of one country in another country. Appropriate advisers in contact with researchers, teachers and pupils at school should be asked to carry out the work.

It was felt that the need for making bibliographies available to textbook authors and publishers in different countries was very urgent in view of the fact that the lack of contact of textbook writers with scholarly work in other countries was often a major source of inaccurate, inadequate and untrue representation of the history and geography of those countries. It was felt that since Unesco alone could undertake such a task on a wide scale in terms of the resources involved, it should give very serious and urgent consideration to this problem;

5) consideration be given to the fuller development of the preparation and publication of brief history and geography presentations (on limited periods or major themes in history or particular geographical topics or regions) as examples for all countries to follow at a later date, so that through Unesco there might eventually be gathered together a complete general information service. The example of the publication of the Centre for Documentation of the Geography of the Netherlands was commended. (It was suggested that perhaps this recommendation could be associated, in practice, with the fourth recommendation.);

6) the development of a world network of agencies and/or experts on textbooks be encouraged by Unesco. Unesco should make available information on centres and experts able to provide help to authors of history, geography and social studies textbooks;

7) efforts be made to encourage the strengthening of collaboration internationally between textbook authors. It was suggested that Unesco fellowships might be funded to assist such collaboration;

8) writers of history and geography textbooks should give appropriate attention to contemporary world problems when writing. For example, the problems of the environment could well command more international attention by textbook writers in history and geography as well as social studies;

9) Unesco devote greater resources to bilateral and multilateral exchanges, discussions and projects in relation to the use of textbooks by schools in order to maximize the effectiveness of its programme of education for international co-operation and peace;

10) the final report of this pilot study should be published by Unesco and distributed world-wide to Unesco Associated Schools, Unesco National Commissions and history and geography specialists and institutions.

Chapter Six

Textbook studies and the future.

The recommendations on textbook studies made by the participants of the 1971–74 multilateral project in November 1974 closely parallel, in principle, sections of the 'Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms' adopted by the General Conference of Unesco at its eighteenth session in Paris November 1974.

As the setting for on-going work on textbook revision it is worthwhile noting in some detail particular clauses of the Recommendation, namely:

"38(e). Documents and other materials illustrating the culture and way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.

39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples...

40. According to its needs and possibilities, each Member State should establish one or more documentation centres offering written and audio-visual material designed according to the objectives of this recommendation... These centres should be designed to foster the reform of international education, especially by developing and documenting innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

45. Member States should encourage wider exchange of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between peoples."

Very much in the spirit of these and of the 1971–74 project's more detailed recommendations, several bilateral and multilateral studies are known to be going on in different parts of the world. Four examples, on differing scales, will have to suffice here, though ideally a catalogue of on-going projects of all kinds might have been desirable as an indication of the extent to which Member States have implemented the recommendations of the eighteenth session of the Unesco General Conference.

Sample projects.

The Anglo-Dutch geography textbook conference, Utrecht, Netherlands, August 1975.

At this short conference a representative sample of school texts was critically examined. In addition discussion took place as to how textbook writers in each country could be encouraged to produce a more accurate and balanced view of the other country.

The conference paid particular attention to the question: 'What image of a country and its people is this text going to give?'. The teachers at the conference noted in several of the

texts the type of unbalanced or misleading presentation noted in the 1971–74 multilateral project. They were particularly critical of the imbalance sample studies of selected regions or topics can produce – studies which can often lead to easy stereotyping and reinforcement of misleading ideas. The unbalancing effect of omission was also noted. Of particular value for all textbook studies were the general remarks made about what appeared to be approaches to textbook writing by authors in both countries. There seemed a tendency for authors to be too easily tempted to write about unique or contrasting features in countries rather than draw parallels between countries. For example, British texts might give undue emphasis to the study of Polderland and polderization; Dutch texts might give undue emphasis to a study of the Scottish Highlands because of the contrast with the Dutch landscape.

Selection of topics in books for comparable age groups about each country seemed to be surprisingly similar, even where, as in the Netherlands, syllabus topics were not prescribed. Textbook authors appear, it might be thought, to check out other comparable texts and carry out up-dating exercises whilst broadly covering the topics in the already published and established texts. There also appeared to be over-weighting given to certain topics as a result of the varying ease of access to information on the topic in the language of the textbook author, in the country where the book was being produced. The cumulative effect of these tendencies was certainly to unbalance the picture given of the respective countries and perpetuate stereotyped ideas.

The need for better dissemination of information was noted on both sides so that textbooks would improve the accuracy of a school pupil's impressions of other countries; impressions that were often strongly influenced by ideas from outside school.

The presentation of the history of the Church and religion in Western European school texts; International Textbook Institute, Federal Republic of Germany; 1971 – ongoing.

In the summer of 1968, the apostolic nunciature in the Federal Republic of Germany, on behalf of the Holy See, asked whether the Institute would be willing, in connexion with the Holy See, the World Council of Churches and the Orthodox Church, to analyse the presentation of the history of churches and religions in the schoolbooks of the member states of the Council for Cultural Co-operation of the Council of Europe, and work out recommendations for its improvement. Following the initial contacts the suggestion found the approval of the Council of Europe and the first working conference took place in Brunswick, Federal Republic of Germany, in September 1971. The main concern of the project overall is to discuss controversial historical problems concerning relations among the Christian denominations and the problems resulting from their relations with other religions and nonreligious philosophical schools. The first conference confined itself to the history of the Ancient Church and worked out recommendations for a better presentation of the different religious problems of the period in an international and inter-denominational framework. Non-religious and non-Christian points of view were represented in the discussions out of which the proposals were formulated. The work is going on to include studies of the Middle Ages, the Reformation and the Catholic Reform, and modern and recent church history.

Discussions of Polish–German Federal Republic relations in the history and geography school textbooks of the two countries. Warsaw, Poland and Brunswick, Federal Republic of Germany; 1972 and 1976 – ongoing.

Following the Warsaw Treaty of 1970, at the invitation of the Polish National Commission for Unesco, a meeting of Polish and German Federal Republic historians, geographers and school textbook authors met in Warsaw in February 1972 in order to discuss the meth-

ods and problems of bilateral schoolbook revision. This fulfilled a longstanding desire of the German Federal Republic Commission for Unesco to be involved in discussions with Polish colleagues. The discussions were continued in April of the same year in Brunswick and recommendations dealing with the presentation of Polish–German Federal Republic relations in the school books of Poland and the Federal Republic of Germany were prepared in draft so that further consideration might be given to how such recommendations would help to serve as a means of overcoming the antagonisms that have weighed so heavily on the mutual relations of their two peoples. Further work is currently in progress (1976) to bring the initial contacts and discussions of recommendations to fruition. Meetings have again been held in both countries.

International conference of experts on the 'results and prospects for international textbook revision' Cologne, June–July 1976.

At the invitation of the German Federal Republic Commission for Unesco, participants from eleven countries met in Cologne. They came from Austria, Bulgaria, France, Hungary, the Netherlands, Poland, Romania, Sweden, the United Kingdom and the United States of America as well as from the Federal Republic of Germany, in order to hear and present papers on the current situation regarding international co-operation on textbook revision. Although not reviewing texts directly on this occasion, reports were received on work being carried out in some of the countries with participants present, and papers read on several broad themes. These included the political relevance of international schoolbook revision, the methodology of textbook analysis, the experiences of the 1971–74 Unesco multilateral project and the premises and prospects for future multilateral textbook revision.

It is from this type of initiative in bringing together experts from many countries that new bilateral or multilateral consultations involving the exchange of textbooks might, it is hoped, begin. The meeting was held very much in the spirit of the recommendations of the eighteenth session of the General Conference of Unesco.

Conclusion

These very brief notes on continuing work and interest in the desirability and value of international consultations not only demonstrate that useful study at several levels continues, but that Unesco intends to continue to move forward. Given the appropriate publicity, and the will and determination of the world's scholars and teachers, much can be achieved, whether bilaterally or multilaterally, in order the better to fulfil the hopes and aspirations of Unesco to promote international co-operation and peace among all nations.

As indicated in the foreward, it is hoped that this publication of the background to and the detailed work of the 1971–74 multilateral consultations on school history, geography and social studies textbooks will encourage action on the instrument which was presented to Unesco at its nineteenth General Conference.

If this is achieved on a significant scale across the world between continents and countries linking peoples of different generations, cultures and histories, then the efforts of the participants of the 1971–74 project will have been amply rewarded. For the only form of effective work in this field is continuous work.

Appendix

List of participants

Organizational meeting, 5–9 July 1971.

Federal Republic of Germany
Dr. R. Multhoff

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Evaluation meeting, 25 November–2 December 1974.

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